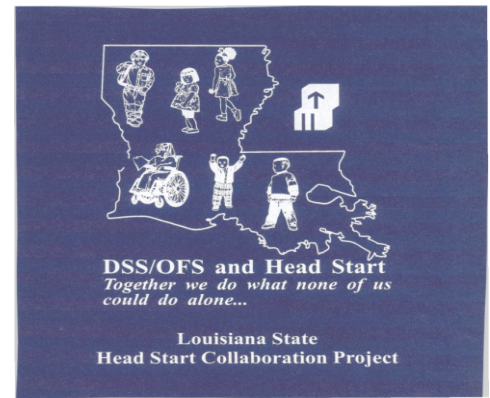


# Louisiana Head Start Collaboration Office

## Leadership Training Framework

### Policy Council Program Governance



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July 2005

FRAMEWORK  
FOR  
TRAINING HEAD START  
PARENTS  
and  
GOVERNING BOARDS



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*“Definitive Solutions for all of your business needs”*

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## ACKNOWLEDGEMENT

This Framework focuses on how to implement training for parent involvement and governing bodies within your Head Start program and to assess the effectiveness of that implementation.

It would not be possible without the contributions of my co-facilitators as well as the experience and suggestions I have gained from prior training and participants in the Head Start community, including:

- Administration for Children and Families
- Local Head Start Programs in Louisiana
- Louisiana State Head Start Collaboration Office
- Child Development Council of Acadiana, Inc./St. Landry Head Start Program
- Total Community Action, Inc., Office of Children, Youth and Families
- Louisiana Head Start Association
- Louisiana Community Action Partnership

I am indeed grateful to the KL&M team for their time and dedication in helping to create this Leadership Training Framework for Louisiana. I would personally like to thank the following individuals:

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**JUDITH WILLIAMS:** Ms. Williams has over twenty years of professional and technical experience in the private and public sectors. As a marketing consultant with a major telecommunications corporation, her skills and expertise were acquired through extensive training and successful engagement with both public and private sector customers. Her academic credentials include course work at the University of New Orleans in Political Science and Economics, course work in Organizational Behavior at Loyola University of the South, course work in Marketing and Management at Tulane University, and extensive training in Marketing, Marketing Research and Quality Management. Ms. Williams' current involvement in this area includes facilitating a \$35 million mitigation program funded by the Army Corps of Engineers.

## FOREWORD

A unique feature of Head Start is the meaningful involvement of parents in the decision-making process. However, because most Head Start parents have had little or no experience in decision-making processes involving their children's education, it is necessary that parents receive training in shared decision making. Head Start programs then must carry out continuous and extensive training for their parents.

To provide a tool for use in training Head Start parents, this Handbook has been developed. It was designed for use in organized training to assist Head Start staff and professionals to prepare parents for the responsibilities of governance and shared decision-making.

The Handbook is divided into five sections that are designed to better ensure that Head Start parents have the knowledge and skills necessary to participate in program governance.

Section 1, introduces the history of the Head Start program as a part of national policy initiative for moving families out of poverty. Additionally, Section 1 provides statistics and facts on the Head Start program within the larger national context. Section 2 provides information on 45 CFR Part 1304.50 and the performance standards for Head Start programming. Section 2 provides Head Start professionals with guidance for introducing parents to federal regulations for Head Start governance and the meaningful participation of parents in the governance process. Additionally, in Section 2, the concept of systems thinking is introduced as a necessary pre-cursor to shared decision-making, which is discussed in Section 3. Information and resources to use in training parents on the roles and responsibilities of the Governing Board and Policy Council or Policy Committee (Policy Group), as well as shared decision-making is discussed in Section 3. The information and resources in Section 4 are designed to help Head Start professionals reinforce the effectiveness of parents as they participate in the governance process and includes Policy Group bylaws, and Parliamentary Procedures. Finally, Section 5 focuses on leadership development and the methods and strategies for engaging, supporting and reinforcing parent leadership on behalf of the Head Start program.

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## SECTION 1 – INTRODUCTION TO HEAD START

In the first component of the training, parents should be introduced to the history, culture and mission of the Head Start program within the larger context of national policy. The recommended flow of activities and messages in this section are detailed below.

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>▪ Overview of the Head Start symbol which sets the context for understanding the Head Start program within the larger context of national policy to alleviate poverty.</li></ul> | <ul style="list-style-type: none"><li>▪ Message Strategy: Head Start is not baby sitting. It is not just about child care. It is, instead about the future of America's families.</li></ul>   |
| <ul style="list-style-type: none"><li>▪ Overview of history of Head Start which puts the program in the larger historical context of the "War on Poverty".</li></ul>   | <ul style="list-style-type: none"><li>▪ Message Strategy – Head Start originated out of the war on poverty and is one of the key interventions recognized as a start to eliminating inter-generational poverty.</li></ul>   |
| <ul style="list-style-type: none"><li>▪ Head Start Facts that demonstrates the investment in Head Start as national policy, and reinforces the national commitment to early childhood education.</li></ul>             | <ul style="list-style-type: none"><li>▪ Message – From birth to age 3 is the best time in a child's life to increase cognitive and social skills. As such, we all have a role, across the country, to maximize the first three years of our children's lives.</li></ul> |

## Head Start Symbol

### *THE HEAD START SYMBOL TELLS A STORY...*

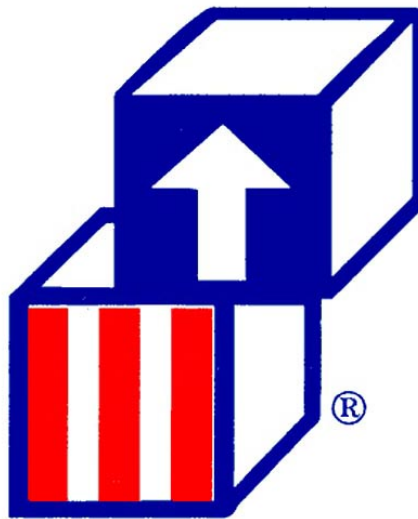
*The two squares represent early childhood by suggesting building block.*

*The arrangement of the blocks represent stairs by which this can be accomplished.*

*The vertical strips represent the child and the parent.*

*The colors red, white, and blue represent the United States and the many opportunities it provides for its citizens.*

*The arrow pointing upward represents the direction out of poverty and on to the future*





## Head Start – A Historical Perspective

		1964	1965	1966	1968	1972	1973	1974	1977	1984
President Lyndon B. Johnson declares "war on Poverty". Economic Opportunity Acts is signed into law.										
President Lyndon Johnson officially announces the start of the Head Start program. Head Start is launched serving over 560,000 children and families in an 8 week summer program.										
Economic Opportunity Act is amended requiring the Office of Economic Opportunity to operate a Head Start program.										
Head Start begins funding a program that will eventually be called Sesame Street. It is a Carnegie Corporation pre-school television show.										
Economic Opportunity Act is amended calling for expansion of Head Start to provide opportunities of handicapped children. The legislation mandates that at least 10% of the national enrollment for Head Start consist of handicapped children.										
Total number of children served since 1965 reaches 5, 300,000.										
Head Start home-based program option is added.										
Bilingual and bicultural Head Start Migrant programs serve 6,000 children in twenty-one states.										
Head Start budget exceeds \$1 billion and the number of children served since the beginning reaches 9,144,900.										

## Head Start Facts

The Head Start program is administered by the Head Start Bureau, the Administration of Children, Youth and Families (ACYF), Administration for Children and Families (ACF), Department of Health and Human Services (DHHS).

### **Head Start is a comprehensive child development program; It is not a day care.**

- Head Start requires the meaningful involvement of parents in the decision-making process.
- Operates in each of the 50 states, the District of Columbia, Puerto Rico, and the territories of the United States and serves Native American reservations and migrant workers.
- Serves more than 1400 communities.
- Has served over 22 million children and their families since 1965.
- 115 Head Start and Early Head Start programs were sponsored by faith-based organizations in FY 2000.
- Its FY 2004 annual budget was over 6.7 billion dollars and permitted service to about 60% of eligible children.
- The FY 2004 Head start budget provided 905,851 funded slots for eligible children. Approximately 62,000 of these funded slots were unfilled.
- Early Head Start was established by the Reauthorization Act of 1994 to serve low-income pregnant individuals and families with infants and toddlers.
- Early Head Start is family centered and its funding is approximately 10% of total Head Start Funding.

## Fiscal Year 2004 Funding

<b>Programs</b>	<b>FY 2004 Actual</b>	<b>FY 2005 Appropriation</b>
<i>Local Head Start Projects</i>		
<b>Projects in States and Territories</b>	\$6,090,967,000	\$6,153,287,000
<b>Native American and Migrant Programs</b>	\$451,325,000	\$ 456,003,000
<b>Subtotal</b>	\$6,542,292,000	\$6,609,290,000
<i>Support Activities</i>		
<b>Training and Technical Assistance</b>	\$172,371,000	\$174,078,000
<b>Research, Demonstration and Evaluation</b>	\$20,000,000	\$20,000,000
<b>Monitoring/Program Review</b>	\$39,246,000	\$39,746,000
<b>Subtotal</b>	\$231,617,000	\$233,824,000
<b>TOTAL</b>	<b>\$6,773,909,000</b>	<b>\$6,843,114,000</b>

## FY-2004 Program Statistics

<b>ENROLLMENT</b>	<b>905,851</b>
<b>Ages:</b>	
<b>Number of 5 year olds and older</b>	5%
<b>Number of 4 year olds</b>	52%
<b>Number of 3 year olds</b>	34%
<b>Number under 3 years of age</b>	9%
<b>Racial/Ethnic Composition</b>	
<b>American Indian - Alaska Native</b>	3.1%
<b>Hispanic</b>	31.2%
<b>Black</b>	31.1%
<b>White</b>	26.9%
<b>Asian</b>	1.8%
<b>Hawaiian/Pacific Islander</b>	0.9%
<b>Multi-Racial/Other</b>	5.0%
<b>NUMBER OF GRANTEES</b>	1,604
<b>Number of Classrooms</b>	48,260
<b>Number of Centers</b>	20,050
<b>AVERAGE COST PER CHILD</b>	\$7,222
<b>PAID STAFF</b>	211,950
<b>VOLUNTEERS</b>	1,353,000

## 2003-2004 Head Start Program Year Performance

- 12.7 percent of the Head Start enrollment consisted of children with disabilities, (mental retardation, health impairments, visual handicaps, hearing impairments, emotional disturbance, speech and language impairments, orthopedic handicaps and learning disabilities).
- More than 50,000 children participated in home-based Head Start program services.
- 27 percent of Head Start program staff members were parents of current or former Head Start children. Over 880,000 parents volunteered in their local Head Start program.
- 91 percent of Head Start children had health insurance. 83 percent of those with health insurance were enrolled in the Medicaid/Early and Periodic Screening, Diagnosis and Treatment (EPSDT) program or a state sponsored child health insurance program.
- The 1994 reauthorization of the Head Start Act established a new Early Head Start program for low-income families with infants and toddlers. In Fiscal Year 2004, nearly \$677 million was used to support more than 650 programs to provide Early Head Start child development and family support services in all 50 states and in the District of Columbia and Puerto Rico. These programs served nearly 62,000 children under the age of three.
- More than 179,000 Head Start fathers participated in organized regularly scheduled activities designed to involve them in Head Start and Early Head Start programs.

## FY 2004 Head Start State Allocations and Enrollment

STATE	2004 FUNDING	ENROLLMENT
ALABAMA	\$105,500,307	16,374
ALASKA	\$12,352,697	1,634
ARIZONA	\$102,022,603	13,215
ARKANSAS	\$63,808,419	10,879
CALIFORNIA	\$823,694,368	98,933
COLORADO	\$67,676,158	9,820
CONNECTICUT	\$51,400,659	7,148
DELAWARE	\$12,770,909	2,197
District of Columbia	\$24,864,991	3,403
FLORIDA	\$260,307,421	35,574
GEORGIA	\$166,837,016	23,450
HAWAII	\$22,664,976	3,063
IDAHO	\$22,410,937	2,957
ILLINOIS	\$267,111,453	39,672
INDIANA	\$95,093,413	14,234
IOWA	\$51,049,850	7,775
KANSAS	\$50,433,097	7,949
KENTUCKY	\$106,799,358	16,071
LOUISIANA	\$144,497,478	21,982
MAINE	\$27,343,732	3,979
MARYLAND	\$77,277,126	10,344
MASSACHUSETTS	\$107,298,837	13,011
MICHIGAN	\$232,214,668	35,124
MINNESOTA	\$71,119,492	10,339
MISSISSIPPI	\$160,120,548	26,754
MISSOURI	\$117,837,078	17,473
MONTANA	\$20,746,775	2,945
NEBRASKA	\$35,709,352	5,080
NEVADA	\$23,698,194	2,754
NEW HAMPSHIRE	\$13,257,126	1,632
NEW JERSEY	\$127,761,210	15,130
NEW MEXICO	\$51,789,732	7,451
NEW YORK	\$430,086,285	49,300
NORTH CAROLINA	\$139,359,686	19,098

<b>STATE</b>	<b>2004 FUNDING</b>	<b>ENROLLMENT</b>
NORTH DAKOTA	\$17,009,140	2,353
OHIO	\$244,101,839	38,029
OKLAHOMA	\$80,249,056	13,474
OREGON	\$58,892,507	8,716
PENNSYLVANIA	\$226,002,253	30,868
RHODE ISLAND	\$21,802,422	3,150
SOUTH CAROLINA	\$81,718,067	12,248
SOUTH DAKOTA	\$18,643,605	2,827
TENNESSEE	\$118,216,822	16,437
TEXAS	\$474,091,773	67,785
UTAH	\$37,398,515	5,518
VERMONT	\$13,428,786	1,569
VIRGINIA	\$98,142,388	13,768
WASHINGTON	\$100,192,902	11,118
WEST VIRGINIA	\$50,152,151	7,650
WISCONSIN	\$89,783,879	13,532
WYOMING	\$12,252,314	1,793
INDIAN TRIBES	\$186,704,429	23,737
MIGRANT PROGRAMS	\$264,620,660	33,154
OUTER PACIFIC	\$7,261,843	3,060
PUERTO RICO	\$246,791,885	37,498
VIRGIN ISLANDS	\$7,919,222	942

## Head Start Enrollment History

FISCAL YEAR	ENROLLMENT	APPROPRIATION
1965 (Summer only)	561,000	\$ 96,400,000
1966	733,000	198,900,000
1967	681,400	349,200,000
1968	693,900	316,200,000
1969	663,600	333,900,000
1970	477,400	325,700,000
1971	397,500	360,000,000
1972	379,000	376,300,000
1973	379,000	400,700,000
1974	352,800	403,900,000
1975	349,000	403,900,000
1976	349,000	441,000,000
1977	333,000	475,000,000
1978	391,400	625,000,000
1979	387,500	680,000,000
1980	376,300	735,000,000
1981	387,300	818,700,000
1982	395,800	911,700,000
1983	414,950	912,000,000
1984	442,140	995,750,000
1985	452,080	1,075,059,000
1986	451,732	1,040,315,000
1987	446,523	1,130,542,000
1988	448,464	1,206,324,000
1989	450,970	1,235,000,000
1990	540,930	1,552,000,000
1991	583,471	1,951,800,000
1992	621,078	2,201,800,000
1993	713,903	2,776,286,000
1994	740,493	3,325,728,000
1995	750,696	3,534,128,000
1996	752,077	3,569,329,000
1997	793,809	3,980,546,000
1998	822,316	4,347,433,000
1999	826,016	4,658,151,448
2000	857,664	5,267,000,000
2001	905,235	6,200,000,000
2002	912,345	6,536,570,000
2003	909,608	6,667,533,000
2004	*905,851	6,774,848,000

\* Head Start has discontinued funding to four Outer Pacific grantees which, through the Compact of Free Association, have become independent nations and are no longer funded by the Administration for Children and Families. These four programs served approximately 3,200 children.

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## **SECTION 2 – MAXIMUM FEASIBLE PARTICIPATION**

Section 2 includes an overview of the Head Start governance structure, and program governance performance standards. Section 2 is designed for Head Start professionals to use as an introduction to the federal regulations for the Head Start governance structure to parents.

Additionally, Section 2 introduces the concept of systems thinking. Thus, Section 2 builds the framework for understanding the importance of the Policy Council's role in the Head Start system, and sets the stage for Section 3 and the concept of shared decision making.

In delivery of Section 2, Head Start professionals are prepared to accomplish 2 goals:

1. Ensure that parents understand both the legal mandate and the formal structure for participation; and
2. Ensure that parents leave the section with the understanding that their role is vital to the effectiveness of the delivery of Head Start services.

## Overview of Head Start Governance Structure

Head Start grantees and delegate agencies must establish and maintain a formal structure of shared governance through which parents can participate in policy making or in other decisions about the program. This structure must consist of the following groups, as required:

Governing body which can be local government or a non-profit Board;

Policy Council which is established at the grantee level; or

Policy Committee which is established at the delegate agency level when the program is administered in whole or in part by a delegate agency; and

Parent Committee which is established at the center level or at the program level.

The governing body (the group with legal and fiscal responsibility for administering the Early Head Start or Head Start program) and the Policy Council or Policy Committee (Policy Group) must not have identical memberships and functions.

Agencies review membership lists and bylaws to ensure that memberships and functions of the governing body and the policy group are not identical. Communication between the groups is improved if there is at least one representative from the governing body serving on the policy group and at least one representative from the policy group serving on the governing body.

The Policy Council at the grantee agency level and the Policy Committee at the delegate agency level - have policy-making authority and, therefore, are governed by locally determined bylaws that ensure clarity and consistency in function and purpose.

Parent Committees provide every parent of an enrolled child with the opportunity to assist in the development of activities that address their interests and needs and that support the education and healthy development of their children.

## **Policy Group Composition and Formation.**

The size of the Policy Council or Policy Committee is determined by the Governing Body (except where such authority is ceded to the Policy Council or Policy Committee) and is based on the number of centers, classrooms, or other program option units, and the number of children served by their Early Head Start or Head Start program. Size and composition must be approved by the Policy Council or Policy Committee.

Policy Councils and Policy Committees must be comprised of two types of representatives: parents of currently enrolled children and community representatives. At least 51 percent of the members of these policy groups must be the parents of children that are currently enrolled in the Head Start program.

If outgoing parents from Policy Councils or Policy Committees will not have children in Head Start at the beginning of the next program year, it is important that parents complete their term and continue in a policy-making role until new parents are elected and seated. It may be necessary to develop procedures to maintain the participation of outgoing parents or to elect parents to complete an unexpired term, if parents have left the area, as is often the case in migrant programs.

In order to meet the mandate for parental involvement, a new grantee or delegate agency needs to form an appropriate interim policy group that represents potential Head Start parents, as well as other community members. This interim body is immediately involved in start-up program planning, the development of interim procedures, and the hiring of staff.

## **Terms of Office**

All parent members of Policy Councils or Policy Committees must stand for election or re-election annually. All community representatives also must be selected annually.

Policy Councils and Policy Committees must limit the number of one-year terms any individual may serve on either body to a combined total of three terms.

Agencies and policy groups establish procedures for monitoring the three-year limit for both parents and community representatives. Agencies also develop volunteer opportunities that allow former policy group members to use their skills and experience to support program activities and operations. If agencies view and present the opportunity of serving on policy groups as a time to learn new skills and to gain self-confidence in a supportive environment, parents will understand the value of leaving a policy group after a few years, and of moving into other leadership roles in school organizations and in the larger community.

## **Selection and Recruitment of Members**

When nominating parent members or selecting community representatives to policy groups, consider:

- The willingness and ability of the potential members to contribute time and effort to the program and to serve as mentors and role models, as well as resource persons;
- The diversity of the group of individuals nominated, with consideration being given to the programs or program options in which the children of nominees are enrolled;
- The agency's goals and the information generated by the Community Assessment; and
- The desirability of having representation from the governing body to the policy group, in order to improve communication between the two groups.

Community representatives must be drawn from the local community: businesses; public or private community, civic, and professional organizations; and others who are familiar with resources and services for low-income children and families, including for example, the parents of formerly enrolled children.

Parents are involved in every step of the process for selecting community representatives. Parents may be involved, for example, in discussions of the issues of interest and the types of community representatives needed in the coming year, as well as in developing methods for soliciting and screening potential candidates.

## **Conflict of Interest**

No Head Start grantee or delegate agency staff (or members of their immediate families) may serve on Policy Councils or Policy Committees except parents who occasionally substitute for regular Early Head Start or Head Start staff. In the case of Tribal grantees, this exclusion applies only to Tribal staff who work in areas directly related to or which directly impact upon any Early Head Start or Head Start administrative, fiscal or programmatic issues.

Personnel policies and bylaws should address potential conflicts of interest between agency employment and membership on a Policy Council or Policy Committee. For example, agencies may consider developing policies that define "occasional substitute" and that determine at what point in the hiring process a candidate for a Head Start position must resign his or her membership from a policy group, that is, upon application or upon hiring.

## **Parent Committee Composition and Formation.**

Parent Committees must be comprised exclusively of the parents of children currently enrolled at the center level for center-based programs or at the equivalent level for other program options.

All parents of enrolled children are automatically members of a Parent Committee. The Parent Committee may choose to develop smaller groups to facilitate in-depth discussions of significant issues before such issues are considered by the larger Parent Committee. The formation of subgroups also encourages the participation of those who feel more comfortable expressing opinions in smaller groups. The Parent Committee may choose to structure meetings around a breakfast, potluck meal, or other social event, to encourage participation by as many parents as possible.

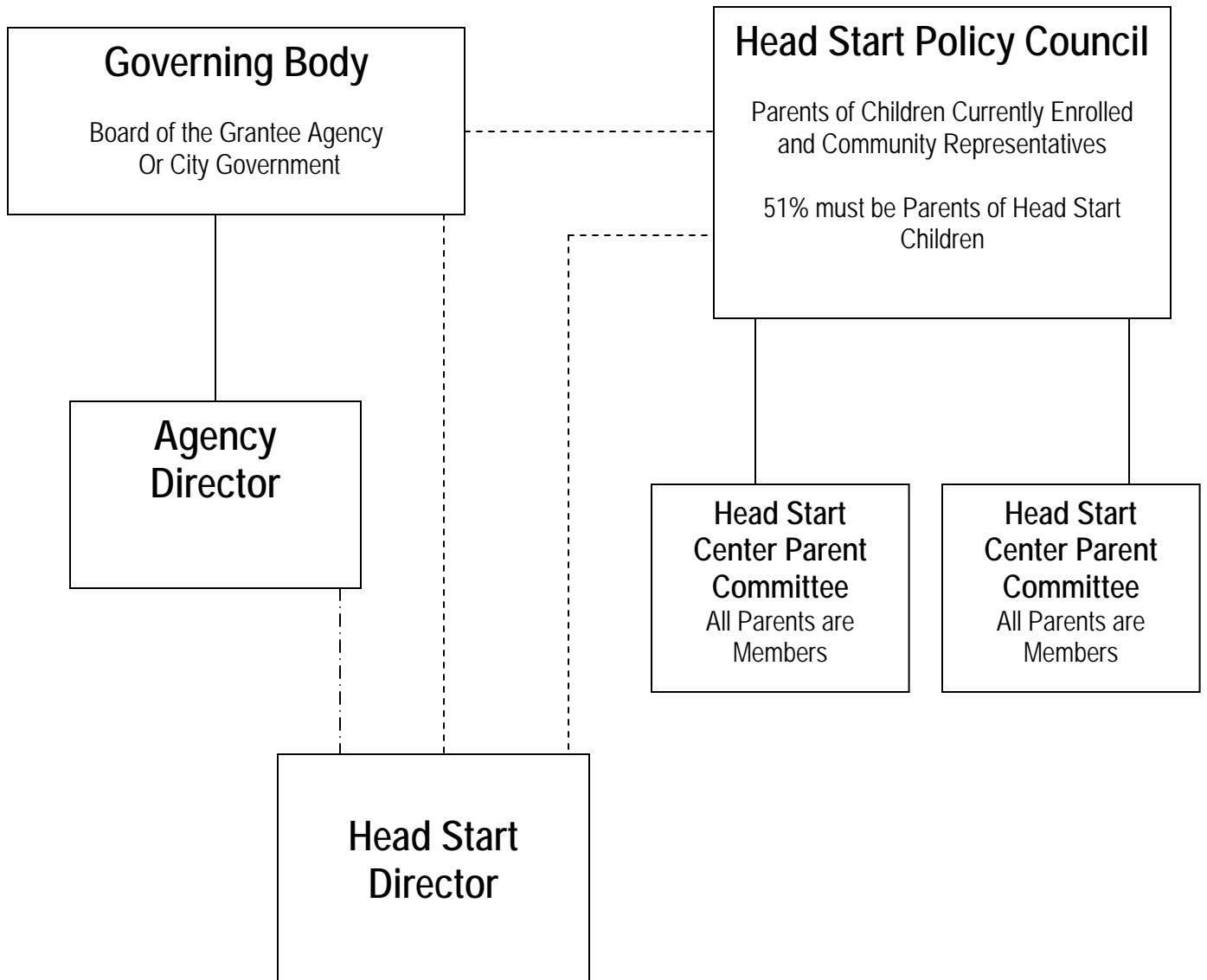
Parents of children currently enrolled in all program options must be proportionately represented on established policy groups.

## **Expense Reimbursement**

Reimbursements to low-income members for reasonable expenses in fulfilling their group responsibilities are provided by the grantee or delegate agency from grant funds. Agency procedures and policy group bylaws may contain definitions of necessary reimbursement and reasonable expenses, which may include:

- travel, lodging, and per diem expenses, in line with agency policies for staff travel,
- child care expenses, and
- other expenses deemed appropriate.

## Head Start Governance Structure



## Head Start and Systems Thinking

Systems thinking involves viewing an organization such as Head Start as a part of a community or environment, as well as viewing the interactions of the organization with the environment. The dominant point here is that Head Start is a part of a larger environment that extends beyond the program doors and into the larger environment of the community. As well, System thinking requires understanding of four critical elements: inputs, throughputs, outputs and feedback.

Inputs are interactions from the environment or the community to the organization. For Head Start, inputs include:

- Performance standards and mandates from the funding source;
- Community needs assessments;
- Surveys of community residents that are users or potential users of the Head Start program; and
- Information on community needs and concerns from Parent Councils and Parent Committees.

Throughputs are the transformation of inputs into plans, policies and procedures. For Head Start, throughputs include:

- Annual action plans developed by the Policy Council/Committee or governing board;
- Annual budgets;
- Long-term plans for program development and service delivery; and
- Changes in policies and procedures that are adopted by the Policy Council/Committee and/or the governing Board.

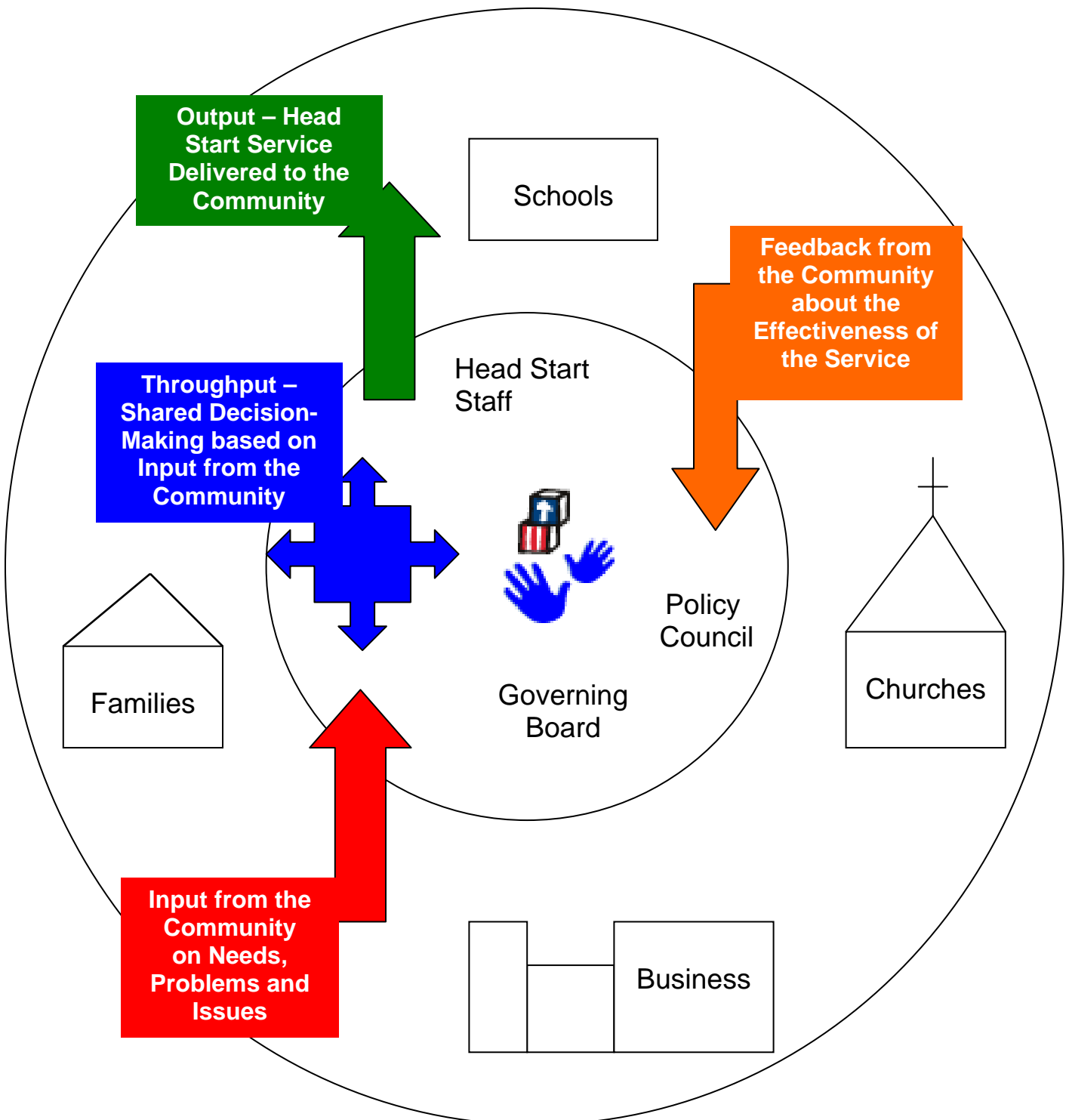
Outputs are interactions from Head Start to the environment that transform throughputs into a product or service that is delivered to the community. For Head Start, the output is the implementation of plans, policies and procedures by Head Start staff that result in the actual delivery of Head Start programs.

Finally, feedback is both the internal and external process that is put in place to identify the successes and failures of the system. Head start feedback includes:

- Annual self-assessment involving the Policy Council/Committee, Parent Committee and staff;
- Assessment conducted by the funding source; and
- Complaint handling by the Policy Council.

Viewed from this perspective, the Policy Council/Committee and the Parent Committee are critical components of the Head Start system, as they serve as the vital links between the organization and its environment. Moreover, because the parts of a system are dependent upon one another, if the system is to function effectively, the Head Start Policy Council must be an active participant in the process of governing the organization.

## Head Start Shared Decision-Making System





## **SECTION 3 – THE HEAD START SYSTEM**

Section 3 overviews and details the shared decision-making process for the development of Head Start policy. In this section, the scope and importance of parent participation in governance is introduced. Additionally, Section 3 provides strategies that promote and support the participation of parents in the governance process. These strategies can be a useful guide for Head Start staff and professionals.

Section 3 also provides strategies that support the systemic role of parents as the link between the Head Start program and the larger community. As well, the decision-making role and responsibilities of Head Start parents, governing board and staff are detailed, along with guidance to support informed decision-making.

## Overview of Shared Decision-Making

Shared decision-making focuses on the processes and practices of decision-making between the **HEAD START GOVERNING BODY, THE POLICY COUNCIL, and THE STAFF**.

Since its inception in 1965, Head Start has recognized the value of including parents as **FULL PARTNERS** in making decisions that concern **THEM, THEIR CHILDREN, and THE PROGRAM**. Shared governance of the program may, in fact, be one of Head Start's most unique contributions.

As members of the Policy Group, parents have a say in everything from the program's grant application to personnel decisions.

Policy Groups have the **MANDATED AUTHORITY** to be involved in the development and review of the policies and practices that staff implements, and for which the governing body has accountability.

The practice of shared decision-making promotes shared responsibilities. It gives a voice to all concerned. Shared decision-making allows everyone's opinions to be heard and considered.

## Strategies for Promoting Shared Decision-Making

While shared decision-making is one of the more critical and unique functions of Head Start, it is also one of the more challenging to achieve. This section offers some recommended strategies for Head Start professionals to support and reinforce the meaningful participation of parents in the governance of Head Start.

- Train Policy Group and Parent Committees in effective meetings procedures and board governance and functioning.
- Assure that Policy Group has a suitable place to meet on a regular basis and that appropriate refreshments are provided.
- Appear punctually when invited to Policy Group meetings and offer whatever support is deemed necessary by the Policy Group.
- Assist in facilitating positive relations between the Policy Group and the Board of Directors in part by clarifying roles and responsibilities of each.
- Establish a well-defined impasse policy.
- Assist Policy Group parents with establishing a mechanism for reporting the highlights of their meetings to the other parents in their centers and classrooms. Grantees can encourage such reporting on a routine basis by providing the communication vehicles such as newsletters, bulletins, information displays, etc.
- Respect the role of the Policy Group by trying to avoid dominating the discussions.
- Support and assist parents in calling Policy Group meetings, setting the agendas and developing topics for discussion.
- Provide Policy Group members with appropriate written documentation about the program, (i.e. copies of the previous refunding application, copies of quarterly or monthly financial reports, copies of the agency's personnel practices for the Head Start program, notices of staff vacancies, position descriptions of all Head Start staff, and copies of all policy statements).
- Ensure that Policy Group parents serve on subcommittees of the Policy Group, including the Personnel Committee.
- Ensure that the Policy Group is involved in preparing the program's refunding application.

- Work with Policy Group to provide parents with the necessary information, technical assistance and time to make informed decisions, i.e. disseminating information in a timely and non-technical manner).
- Work with parents to develop a timeline schedule for policy decisions and planning issues as well as the dissemination of necessary information for making them.
- Assure that the Policy Group meets at a time that is convenient to most policy group members giving specific consideration to the schedule of working parents or parents in education and employment training.
- Assist parents in developing classroom activities.
- Seek parent input in the development of cultural celebrations and social events or activities.
- Assist parents in developing creative and fiscally responsible uses for parent activity funds.
- Work with parents to form parent activity committees to plan and organize family activities within the program and in the community. The parent activity committee could also be involved in the community needs assessment process as well as assisting in providing parent recognition and celebrations for accomplishments, etc.
- Develop and publish an annual schedule for the policy council/policy committee training (and a briefing session for the governing board annually when time permits).

The effective practice of shared decision-making demonstrates the true partnership between Head Start staff and parents that forms a sense of community with the Head Start program (i.e. the "Head Start Family").

## **Systemic Roles and Responsibilities**

While the governance and decision-making roles and responsibilities of the governing body, the Policy Group, and staff are specified in detail later in this section, it is important to remember here that within the Head Start system, the Policy Group serves as the vital link between the Head Start program and the greater community. Compellingly, these parents and community representatives that are involved in the governance process must play an active role in listening and responding to parents and community agencies and communicating with the Head Start program.

Innovative strategies that support and reinforce this critical role include:

- Supporting parents in being effective spokespersons by providing training in communications and listening skills.
- Ensuring that parents have an asset map of resources and organizations within the community.
- Providing training in advocacy and community organizing skills.
- Providing training in leadership development and social skills.

Parent Committees are an equally important component of the system. As well, Parent Committees are allowed broad latitude when planning, coordinating and organizing activities. Policy Group and staff can support Parent Committees by:

- Encouraging parents to discuss all parent activities that the program sponsors and to assess the effectiveness of each.
- Encouraging Parent Committees to take responsibility for submitting a recommended budget for parent activity funds for the next program year to the Policy Group.
- Assisting in securing funding, personnel and other resources to support desired activities.

## Decision-Making Roles and Responsibilities

The Table below provides detailed information regarding the shared governance between the Governing Body, the Policy Group and the staff.

Function	Grantee Agency		Delegate Agency		Grantee or delegate management staff	
	Governing Body	Policy Council	Governing Body	Policy Committee.	HS* program director	Agency director
I. Planning						
(a) 1304.50(d)(1)(iii) Procedures for program planning in accordance with this Part and the requirements of 45 CFR 1305.3.	<b>A &amp; C</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>B</b>	<b>D</b>
(b) 1304.50(d) (1) (iv) The program's philosophy and long- and short-range program goals and objectives (see 45 CFR 1304.51(a) and 45 CFR 1305.3 for additional requirements regarding program planning.	<b>A &amp; C</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>B</b>	<b>D</b>
(c) 1304.50(d) (1) (v) The selection of delegate agencies and their service areas (this regulation is binding on Policy Councils exclusively) (see 45 CFR 1301.33 and 45 CFR 1305.3(a) for additional requirements about delegate agency and service area selection, respectively).	<b>A &amp; C</b>	<b>C</b>	<b>-</b>	<b>-</b>	<b>B</b> (Grantee only)	<b>D</b> (Grantee only)
(d) 1304.50(d)(1)(vii) Criteria for defining recruitment, selection, and enrollment priorities, in accordance with the requirements of 45 CFR Part 1305.	<b>A</b>	<b>C</b>	<b>A</b>	<b>C</b>	<b>B</b>	<b>D</b>
(e) 1304.50 (d)(1)(i) All funding applications and amendments to funding applications for Early Head Start and Head Start, including administrative services, prior to the submission of such applications to the grantee (in the case of Policy Committees) or to the HHS (in the case of Policy Councils).	<b>A &amp; C</b>	<b>C</b>	<b>A &amp; C</b>	<b>C</b>	<b>B</b>	<b>D</b>
(f) 1304.50(f) Policy Council, Policy Committee, and Parent Committee reimbursement. Grantee and delegate agencies must enable low-income members to participate fully in their group responsibilities by providing, if necessary, reimbursements for reasonable expenses incurred by the members.	<b>A</b>	<b>C</b>	<b>A</b>	<b>C</b>	<b>B</b>	<b>D</b>
(g) 1304.50(d) (1) (viii) The annual self-assessment of the grantee or delegate agency's progress in carrying out the programmatic and fiscal intent of its grant application, including planning or other actions that may result from the review of the annual audit findings from the Federal monitoring review (see 45 CFR 1304.51(i) (1) for additional requirements about the annual self-assessment).	<b>A</b>	<b>C</b>	<b>A</b>	<b>C</b>	<b>B</b>	<b>D</b>

\* See the key and definitions at the end of the chart.

Function	Grantee Agency		Delegate Agency		Grantee or Delegate Management Staff	
	Governing Body	Policy Council	Governing Body	Policy Committee	HS* Program Director	Agency Director
II. General Procedures						
(a) 1304.50(d) (1) (vi) The composition of the Policy Council or the Policy Committee and the procedures by which members are chosen.	<b>A &amp; C</b>	<b>C</b>	<b>A &amp; C</b>	<b>C</b>	<b>B</b>	<b>D</b>
(b) 1304.50(g) (1) Grantee and delegate agencies must have written policies that define roles and responsibilities of the governing body members and that inform them of the management procedures and functions necessary to implement a high quality program.	<b>A &amp; C</b>	<b>-</b>	<b>A &amp; C</b>	<b>-</b>	<b>-</b>	<b>D</b>
(c) 1304.50(d) (1) (ii) Procedures describing how the governing body and the appropriate policy group will implement shared decision-making.	<b>A &amp; C</b>	<b>C</b>	<b>A &amp; C</b>	<b>C</b>	<b>D</b>	<b>D</b>
(d) 1304.50(h) Internal dispute resolution. Each grantee and delegate agency and Policy Council or Committee jointly must establish written procedures for resolving internal disputes, including impasse procedures, between the governing body and policy group.	<b>A &amp; C</b>	<b>C</b>	<b>A &amp; C</b>	<b>C</b>	<b>D</b>	<b>D</b>
(e) 1304.50 (d) (2) (v) Establish and maintain procedures for hearing and working with the grantee or delegate agency to resolve community complaints about the program.	<b>B</b>	<b>B</b>	<b>B</b>	<b>B</b>	<b>D</b>	<b>D</b>
(f) 1304.50(g)(2) Grantee and delegate agencies must ensure that appropriate internal controls are established and implemented to safeguard Federal funds in accordance with 45 CFR 1301.13.	<b>A</b>	<b>-</b>	<b>A</b>	<b>-</b>	<b>D</b>	<b>D</b>
(g) The annual independent audit that must be conducted in accordance with 45 CFR 1301.12.	<b>A</b>	<b>-</b>	<b>A</b>	<b>-</b>	<b>D</b>	<b>D</b>

\* See the key and definitions at the end of the chart.

A = General Responsibility B = Operating Responsibility C = Must approve or disprove D = Determined locally	<b>Grantee Agency</b>		<b>Delegate Agency</b>		<b>Grantee or delegate management staff</b>	
<b>Function</b>	<b>Governing Body</b>	<b>Policy Council</b>	<b>Governing Body</b>	<b>Policy Committee</b>	<b>HS* program director</b>	<b>Agency director</b>
III. Human Resources Management						
(a) 1304.50(d) (1) (ix) Program personnel policies and subsequent changes to those policies, in accordance with 45 CFR 1301.31, including standards of conduct for program staff, consultants, and volunteers.	<b>A &amp; C</b>	<b>C</b>	<b>A &amp; C</b>	<b>C</b>	<b>D</b>	<b>D</b>
(b) 1304.50(d) (1) (x) Decisions to hire or terminate the Early Head Start or Head Start director of the grantee agency.	<b>A &amp; C</b>	<b>C</b>	-	-	-	<b>D</b>
(c) 1304.50(d)(1)(xi) Decisions to hire or terminate any person who works primarily for the Early Head Start or Head Start program of the grantee agency.	<b>A</b>	<b>C</b>	-	-	<b>B</b> (Grantee only)	<b>D</b>
(d) 1304.50(d) (1) (x) Decisions to hire or terminate the Early Head Start or Head Start director of the delegate agency.	-	-	<b>A &amp; C</b>	<b>C</b>	-	<b>D</b>
(e) 1304.50 (d)(1)(xi) Decisions to hire or terminate any person who works primarily for the Early Head Start or Head Start program of the delegate agency.	-	-	<b>A</b>	<b>C</b>	<b>B</b> (Delegate only)	<b>D</b>
<p align="center"><b>KEY DEFINITIONS AS USED IN CHART</b></p> <p>* When a grantee or delegate agency operates an Early Head Start program only and not an Early Head Start and a Head Start program, these responsibilities apply to the Early Head Start Director.</p> <p>A. General Responsibility. The group with legal and fiscal responsibility that guides and oversees the carrying out of the functions described through the individual or group given operating responsibility.</p> <p>B. Operating Responsibility. The individual or group that is directly responsible for carrying out or performing the functions consistent with the general audience and oversight from the group holding general responsibility.</p> <p>C. Must Approve or Disapprove. The group that must be involved in the decision-making process prior to the point of seeking approval. If it does not approve, a proposal cannot be adopted, or the proposed action taking, until agreement is reached between the disagreeing groups.</p> <p>D. Determined locally. Functions as determined by the local governing body and in accordance with all Head Start regulations.</p>						



## Functional Roles and Responsibilities

While the Policy Group has only one operating responsibility – to establish and maintain procedures for resolving community complaints – responsibilities relative to shared decision-making require a high level of understanding of the Head Start planning and operations. The table below summarizes the functional role of the Policy Group and provides guidance to support decision-making that affects planning and operations of the Head Start program.

<b>Procedures for Program Planning, Philosophy, and Long- and Short-term Goals</b>	
Approve procedures for program planning to include the program's philosophy and long- and short-range goals and objectives.	<ul style="list-style-type: none"> <li>▪ Participate in discussion concerning program vision</li> <li>▪ Establish subcommittees as needed to work with staff</li> <li>▪ Analyze plans, goals and objectives</li> <li>▪ Obtain recommendations from Parent Committees</li> <li>▪ Provide input on relevant community issues</li> <li>▪ Review financial statements to ensure resources are available</li> </ul>
<b>Selection of Delegate Agencies and Service Areas</b>	
Approve the selection of delegate agencies and their service areas (this regulation is binding on Policy Councils exclusively)	<ul style="list-style-type: none"> <li>▪ Shared decision of policy council and governing body</li> <li>▪ Both the Policy Council and the governing body get all information in a time-sequenced manner</li> </ul>
<b>Criteria for Recruitment, Selection and Enrollment Priorities</b>	
Approve criteria for recruitment, selection and enrollment priorities in accordance with the requirements of Federal regulations.	<ul style="list-style-type: none"> <li>▪ Conduct periodic reviews of the criteria for recruitment, selection and enrollment priorities</li> <li>▪ Examine how the enrollment process is working to address the needs of children and families in the community</li> </ul>
<b>Funding Applications and Amendments</b>	
Review and approve all funding applications for Head Start and Early Head Start, including administrative services prior to the submission of the applications to the grantee.	<ul style="list-style-type: none"> <li>▪ Consider funding applications as part of an ongoing planning process</li> <li>▪ Get information on the funding request and provide input before the application and related materials are drafted</li> <li>▪ Review final draft for approval</li> </ul>
<b>Annual Self-Assessment</b>	
Conduct an annual self-assessment of the agency's progress in carrying out the programmatic and fiscal intent of its grant application, including planning or other actions that may result from review of the annual audit and findings from the Federal monitoring review.	<ul style="list-style-type: none"> <li>▪ Schedule reasonable time for self-assessment</li> <li>▪ Form self-assessment team that includes parents and representation from the community</li> <li>▪ Define measures for the self assessment process</li> <li>▪ Findings are reported to the Policy Council, Parent Committees and governing bodies</li> <li>▪ Improvement plans should be appropriate and reasonable</li> </ul>

<b>Procedures for Shared Decision-Making</b>	
Approve procedures describing how the governing body and the appropriate policy group will implement shared decision making.	<ul style="list-style-type: none"> <li>▪ Develop written procedures for shared decision-making</li> <li>▪ Support open channels of communication to include exchange minutes of meetings and joint meetings</li> </ul>
<b>Procedures for Resolving Disputes</b>	
Jointly establish written procedures for resolving internal disputes, including impasse procedures between the governing body and the policy group.	<ul style="list-style-type: none"> <li>▪ Develop and formally adopt dispute resolution policies</li> <li>▪ Ensure that new Policy Council members are aware of the dispute resolution process</li> <li>▪ Seek outside assistance from community-based organizations for the negotiation or mediation of disputes that threaten to disrupt services to children and families</li> </ul>
<b>Procedures for Resolving Community Complaints</b>	
Establish and maintain procedures for hearing and working with the agency to resolve community complaints about the program.	<ul style="list-style-type: none"> <li>▪ Establish a process to respond to all community inquiries</li> <li>▪ Develop procedures that describe specific steps in the process for addressing community concerns and resolving community complaints</li> <li>▪ Make copies of procedures widely available</li> <li>▪ Conduct outreach to community agencies or individuals to solicit suggestions for improvement</li> </ul>
<b>Program Personnel Policies</b>	
Approve Program Personnel policies and changes to policies in accordance with Federal regulations, to include standards of conduct for program staff, consultants and volunteers.	<ul style="list-style-type: none"> <li>▪ Review personnel policies</li> <li>▪ Ensure that personnel policies are effective in securing and maintaining qualified staff who can provide the appropriate services</li> <li>▪ Modify or amend policies as appropriate</li> <li>▪ Focus personnel policy review on one particular area during any given year.</li> </ul>
<b>Hiring and Firing Head Start Director of Staff</b>	
Approve decisions to hire or terminate the Early Head Start or Head Start Director.	<ul style="list-style-type: none"> <li>▪ Review personnel policies</li> <li>▪ Ensure that personnel policies are effective in securing and maintaining qualified staff who can provide the appropriate services</li> <li>▪ Modify or amend policies as appropriate</li> <li>▪ Focus personnel policy review on one particular area during any given year.</li> </ul>

## Do's and Don'ts for Parents in the Decision Making Process

In addition to the support of Head Start staff and professionals, policy group members have a significant responsibility for making informed decision. The following "do's and don'ts" provide a useful guide for parents participating in shared decision-making.

DO	DON'T
<ul style="list-style-type: none"><li>▪ Ask for monthly financial and program status reports</li><li>▪ Question reports for validating and clarifying information</li><li>▪ Ask for training on new guidelines, legislation, etc., which will affect policy decisions</li><li>▪ Read all information forwarded prior to any PC meeting</li><li>▪ Report to the PC on all meetings and conferences you have attended</li><li>▪ Require reports and minutes of all Delegate Agencies and the CAP board.</li></ul>	<ul style="list-style-type: none"><li>▪ Let mailed Head Start information pile up without reading it</li><li>▪ Assume that all information has been mailed; check information with other PC members</li><li>▪ Allow program changes without prior PC approval</li><li>▪ Fail to attend meetings or conferences to which you are scheduled to attend</li><li>▪ Allow meetings to pass without some report of activities from the standing committees</li></ul>

**NOTE:** Policy Council must be provided with interpretation of materials. Staff should be available to assist Policy Council Members in understanding reports and communication received.

## **SECTION 4 -- EFFECTIVE POLICY GROUPS**

Section 4 provide information and resources on orientation, bylaws, parliamentary procedures and leadership development as the foundation for building effective Policy Councils and Committees. From this section, Head Start professionals should be able to:

- orient new Policy Group members to Head Start governance;
- facilitate the development of bylaws that support effective member behavior and responsibility;
- provide the training and resources needed to support efficient Policy Group meetings; and
- facilitate policy-making for impasse resolution.

## **Policy Group Member Orientation**

Orientation of new Policy Group members is the first key step in promoting and reinforcing effective membership. There are five important elements in providing effective orientation:

1. Anticipate needs of new members and explain how things work.
2. Don't assume new member will ask for specific information – often they do not know the agency well enough to know what to ask.
3. Schedule a specific time for orientation before the first meeting
4. Include both new and veteran members who could present part of the program in the orientation.
5. Provide copy of each of your agency's critical documents bound in book form with tabs. Include all documents and policies which fall in the Policy Group's governance purview to include current plans, budgets, policies and procedures, etc.

Additionally, the orientation agenda should minimally include the following:

- Head Start History, Culture and Mission
- Governance Structure
- Shared Decision-Making
- Roles and Responsibilities
- Parliamentary Procedures

## Bylaws that Reinforce Effective Policy Group Performance

While orientation promotes effective functioning, organizational bylaws provide a means for reinforcing the effectiveness of the Policy Councils/Policy Committees on an ongoing basis.

- 
- Bylaws should state clearly who can call a meeting of the policy Council.
- Bylaws should specify attendance expectations for all members.
- Bylaws should specify when meetings can be called and for what purposes.
- Bylaws should contain a strict requirement that Policy Council members must report Council activities to the group which they represent. These reports preferably should be in writing.
- Bylaws should state clearly what standing committees are in existence, the committee membership composition, and the functions of each committee.
- The role, responsibility, and authority of Ad Hoc committees, should be clearly defined.
- There should be a clear definition of what constitutes a quorum for all meetings, to include meetings of committees.
- There should be a clear definition of the number of votes required for decision-making.
- Minutes should be taken and filed for all meetings of the Policy Council and its committees. These minutes should be complete and accurate, and should be readily available to Policy Council members and appropriate personnel of the agency.

**Note: Minutes should be a recording of what was done in a meeting...not a record of what was said.**

- As an agency grows and expands and as its purposes, goals, and objectives change, its bylaws should be reviewed and changed to meet the agency's changing goals and focus.

## Outline for Effective Head Start Bylaws

- I. Introductory Statement (Optional)
- II. Name of Organization
- III. Purpose, duties, responsibilities and functions
  - A. General responsibility (The Legal and Fiscal Responsibility for carrying out program Functions.)
    - 1. None (See part 1304.50, Appendix A)
  - B. Operating responsibilities (The Direct Responsibility for Carrying Out or Performing program functions.)
    - 1. Establish and maintain procedures for hearing and working with the grantee or delegate agency to resolve community complaints about the program, jointly with the governing body.
- IV. Goals and Objectives
- V. Meetings
  - A. Frequency: How many; how often
  - B. Time and place of meetings
  - C. Operating procedures; how run
  - D. Special Meetings
    - 1. Purpose
    - 2. How called
    - 3. Notification
  - E. Quorum for meetings
  - F. How meetings are called
- VI. Membership
  - A. Composition
  - B. Selection Criteria
  - C. Size
  - D. Tenure of members
  - E. Seating of members
  - F. Attendance/Participation of members
  - G. Removal of members
  - H. Filling vacancies
  - I. Voting rights of members

- VII. Officers
  - A. Name of positions
  - B. Duties
  - C. Election/Selection process
  - D. Term of Office
- VIII. Committees
  - A. Standing Committees
    - 1. Finance and Planning
    - 2. Human Resources (Personnel)
    - 3. Grievance
    - 4. Recruitment and Selection
    - 5. Parent Involvement
    - 6. Community Relations
    - 7. Education
    - 8. Bylaws
  - B. Ad Hoc
  - C. Executive
    - 1. Composition
    - 2. Scope of Authority
    - 3. Meetings
- IX. Amending Bylaws
  - A. Procedures
  - B. Changing Bylaws Document
- X. Rules of Procedure
- XI. Certification of Adoption/effective date
- XII. Some Reminders



## Effective Policy Group Meetings

Like most organizations, the bulk of the business of Head Start programs is carried out by committees in organized meetings. It is therefore, vitally important that the members of Policy Councils/Policy Committees, as well as members of Parent (Center) Committees, have a working knowledge of parliamentary procedure as they relate to the conduct of meetings.

Parliamentary procedures are a common method for conducting business meetings. The procedures are impartial and unemotional. They promote a systematic way to move through the work of a meeting.

The by-laws of many organizations specify that businesses be conducted according to Robert's Rules of Order. Following established procedures eliminates confusion and prevents arbitrary decisions.

Although parliamentary procedures may seem complex, they are really based on courtesy and common sense. Once you acquaint yourself with the basic terminology, you can look up the correct procedures.

The purposes of parliamentary laws are:

1. To enable an assembly to transact business with speed and efficiency.
2. To protect the rights of each individual.
3. To preserve a spirit of harmony within the group.

To achieve these purposes, always consider the five basic principles of parliamentary procedures:

1. Only one subject may claim the attention of the assembly at a time.
2. Each proposition presented for consideration is entitled to full and free debate.
3. Every member has rights equal to every other member.
4. The will of the majority must be carried out, and the rights of the minority must be preserved.
5. The personality and desires of each member should be merged into the larger unit or organization.

**Each Head Start program should include in its by-laws the Office of Parliamentarian whose responsibility should be to become familiar with the program's by-laws and with simple and basic parliamentary procedures.**

## Shared Decision-Making Impasse

Impasse occurs when the Grantee Board of Directors proposes one or more of the following and the Policy Group does not approve at a scheduled Policy Council meeting.

1. Establish goals of Head Start Program and develop ways to meet them within Administration for Children and Families (ACF) Guidelines.
2. Determine delegate agencies and areas in the community in which Head Start programs will operate.
3. Develop plans to use all available community resources in Head Start.
4. Establish criteria for selection of children within applicable laws and ACF guidelines.
5. Determine the composition of the appropriate Policy Council and the method for setting it up.
6. Determine what services should be provided to Head Start from the Central Office.
7. Determine the Head Start personnel policies for grantee agency.
8. Hire or dismiss the Head Start Director and/or any staff member.
9. Prepare request for funds and proposed work program prior to sending to ACF.
10. Make major changes in budget and work program while program is in operation.
11. Provide information needed for pre-review to ACF.

Impasse also occurs when the Policy Group proposes the above mentioned items from 1-11 and the Grantee Board does not agree by the time of the next regularly scheduled board meeting. The Policy Council is afforded an equal and reciprocal opportunity to initiate all impasse procedures.

Lastly, impasse occurs when the Policy Group establishes a method of hearing and resolving community complaints about the Head Start program and the Grantee Board does not agree by the time of the next regularly scheduled Policy Council meeting.

Because impasse represents a breakdown in the governance system, effective policy for impasse resolution is critical to effective all Head Start governance. Policy and procedures for impasse resolution must be mutually approved by both the governing Board and the Policy Group.

## SECTION 5 - GOVERNING BOARDS

Each governing body must understand whom it represents, and the roles and responsibilities of the governing body and how to best represent the interests of its constituencies. This is key to ensuring that the governing body remains accountable to the children, families, and communities that its Head Start program serves.

Section 5 focuses on the Governing Board and the broader role of the Board in representing Head Start children and parents. After completing this section, Head Start professionals will be able to:

- Identify the basic responsibilities of the governing body;
- Relate the responsibilities of governance to the requirements in the *Head Start Program Performance Standards*.
- Articulate the role and responsibilities of the governing body in the shared decision-making process.

### The Constituency

The governing body of a Head Start organization is responsible for the stewardship—the legal and fiduciary oversight—of the organization. The empowered governing body exists on behalf of persons who are not seated at the governance table. The governing body represents the children and families that Head Start serves, the community and other stakeholders. (The mission of a particular Head Start organization may include serving constituencies other than Head Start-eligible families.)

Governing bodies represent the people receiving the services, rather than the staff managing the program. The people receiving services and the larger community need access to the governing body as a means of holding the program and the agency accountable. Procedures for hearing and resolving community complaints must be established and implemented.

### Major Responsibilities

The governing body is responsible for ensuring that the Head Start program operates effectively and responds to issues and concerns in the community. This means the organization must have internal systems to ensure accountability, measure the effectiveness of programs, and determine whether the organization's activities are focused on the Head Start-eligible population. It is important not to confuse the stewardship role of governance with the administrative role of management and staff. Governance refers to general and legal oversight and not to implementing day-to-day operations, which is the responsibility of management and staff.

In *Basic Principles of Policy Governance*, John Carver and Miriam Mayhew Carver describe four functions of governance. These functions, relevant to both public and private agencies that are funded to operate a Head Start or Early Head Start program, are described below from a Head Start perspective:

- *Create a process that leads to defining goals.*
- *Establish boundaries and limits that describe management's authority and responsibilities for implementing the Head Start program.*
- *Link with staff and assess staff and/or organizational performance to ensure that management and staff are moving toward program goals.*
- *Design governance processes to ensure that Head Start-eligible families are receiving quality services and that policies are being followed. The governing body must address broad values in these areas to fulfill its mandate.<sup>2</sup>*

### Specific Responsibilities

Richard Ingram, in the National Center for Nonprofit Boards publication. *Ten Responsibilities of Nonprofit Boards*, and Edgar Stoesz and Chester Raber in *Doing Good better! How to be an Effective Board Member of a Nonprofit Organization* (see *Resources*) identify responsibilities of board members that are summarized below from a Head Start perspective:

- *Determine the purpose of the organization.*

Organizations represent their constituents and exist for a purpose. Effective mission statements summarize the purpose of the organization. Each board member needs to understand and support the mission statement.

In Head Start agencies, it is the responsibility of the governing body to work with the policy group and program staff to create the mission statement, understand and support it, and review it periodically for accuracy.

- *Select the Executive director. Support and review her/his performance.*

Governing bodies must reach consensus on the Executive director's job description and undertake a careful search process to find the most qualified individual for the position. At least annually, the governing body must evaluate the Executive director's performance and identify any areas that require improvement. In addition, a new focus or direction that will be used for the subsequent year's performance evaluation must be developed. *Head Start Program Performance Standards* require the governing body to approve the selections of the Head Start director **in conjunction with the approval by the policy council. The policy council should be involved prior to seeking approval.**

- *Ensure that effective organizational planning occurs and that resources are available to implement planning goals and objectives.*

As stewards of their organizations. Head Start governing bodies must actively participate in a strategic planning process with the policy group, program staff, and other community organizations. This process includes determining the program's philosophy and long-and short-range goals and objectives, and securing adequate resources for the agency to implement its goals and fulfill the mission.

- *Settle grievances from staff (when disputes cannot be resolved at lower levels of the organization).*
- *Resolve complaints from the community.*

The governing body often serves as the court of appeals in grievances between management and other employees. The body establishes the policies and procedures that staff must follow. The governing body must ensure that there is a formal process that allows community residents to express concerns about the Head Start program. This process ensures that complaints are heard and resolved expeditiously.

- *Assess the performance of the governing body.*

The first step a governing body must take to assess the performance of the organization is to evaluate its own performance in fulfilling its responsibilities. It must analyze its achievements and reach consensus on the areas that need improvement.

- *Determine new services and monitor ongoing programs and services.*

The governing body is responsible for overseeing a process to assess the performance of the organization. It determines which programs and services are the most consistent with the organization's mission and monitors their effectiveness.

- *Act as liaison between the organization and the community.*

The governing body is the organization's main link to the community. To be a successful liaison between the organization and the community, the governing body must clearly articulate the organization's mission, goals, and accomplishments to the community. In addition, it must get support from other key players in the community. If complaints from the community arise, the

governing body's responsibility is to assure that those issues are resolved expeditiously. The community includes Head Start-eligible children and families, public and private community partners, the general public, and the media.

- *Safeguard the organization's assets.*

As elected or appointed representatives of the community to watch over a federally funded program, governing body members must ensure that appropriate internal controls are established and implemented to safeguard the organization's assets.

- *Provide accountability to members.*

Members of the governing body must strive to understand the expectations of the organization they oversee and communicate with its members. They will provide periodic reports about the agency's progress in an appropriate format.

The *Head Start Program Performance Standards* describe what is expected of a governing body operating a Head Start program. They clearly define how the governing body and policy group partner with program staff to ensure that high-quality services are provided to children and their families.

## **Shared Decision-Making**

While the majority of organizations that administer Head Start are also engaged in other activities and programs in addition to Head Start, there is an expectation that the governing body and policy group will carry out the policymaking responsibilities detailed in the *Head Start Program Performance Standards* as shared functions. Governing bodies are expected to share decision-making about program direction with the policy group, with support from the staff. They are also expected to hear and resolve community complaints about the Head Start program and develop (with the Head Start policy group) dispute resolution procedures for conflicts that arise between the two groups. The governing body can offer an opportunity for the groups and communities served by Head Start to have a voice in its governance. In this context, written procedures need to be adopted to ensure that there are consistent guidelines to aid decision-making.

## **Responsibilities of Each Member**

Each member of the governing body has a set of responsibilities. Individual members must exercise the *duty of care* (meaning they must attend meetings, read material that is pertinent to making decisions, and carry out their duties in a reasonable and responsible manner). They are responsible for understanding the organization's policies and how services are implemented; staying abreast of developments that impact the organization; advocating for the organization, as well as informing others about it;

suggesting nominees that could contribute to the organization and the governing body; adhering to conflict of interest and confidentiality policies; participating in programmatic and fiscal reviews of performance; and serving on committees and taking on special assignments that fit with their expertise.

## **Key Documents**

It is also important that the governing body understand the legal documents and other instruments that created the organization and provide the tools for its maintenance. Several key documents and materials help governing bodies meet their responsibilities.

For all organizations, these include the annual report (if one is produced), the audit and financial statements, the strategic or long-range plan, organizational charts, and, for nonprofit agencies, articles of incorporation and bylaws. In addition, periodic reports of program and financial status are typically provided to the governing body. Other important documents include organizational brochures, newsletters, materials that describe the program and organization, and any published newspaper or journal articles about the organization.

## **SECTION 6 – LEADERSHIP DEVELOPMENT**

Section 5 examines the role of parents in Head Start and particularly the role of leadership. In Section 5, research based information on the attributes traits and behaviors of effective leaders are presented as an overview to exercises and activities that promote and reinforce leadership skills.



## Role of Parents in Head Start Programming

In general, Head Start parents serve multiple roles and have multiple responsibilities.

ROLES AND RESPONSIBILITIES OF PARENTS IN HEAD START	
ROLES	RESPONSIBILITIES
PARTICIPANT	Participate in Head Start planning activities, such as orientation, open house, center/classroom committee meetings, educational, recreational, and social events.
LEARNER	Observe in classrooms; Join parent education groups; Read about Head Start and child development; Sign up for literacy, GED, and/or college credit classes; Attend workshops, seminars, conferences, and forums.
CONTRIBUTOR	Volunteer in various aspects of the program; Contribute ideas and thoughts for the program; Give as much time as possible to your Head Start program.
SUPPORTER	Get other parents to participate; Interpret Head Start in the broader community; Support all staff in their efforts; Help out in centers whenever needed.
EVALUATOR	Participate in annual program evaluation; Identify methods for strengthening program.
PLANNER	Initiate and/or plan activities of interest to parents; Identify goals for Head Start program; Help planning process in policy groups; Participate in refunding process.
DECISION-MAKER	Participate in/attend policy council meetings; Participate in county-wide, citywide, statewide policy group meetings.
PRIME EDUCATOR	Work with your child to reinforce what he/she has learned in Head Start.
CHILD ADVOCATE	Understand your child's needs and meet them; Protect your child from injury and bodily harm; Know and protect your child's rights; Be an advocate for your child and other children in your community.
PAID EMPLOYEE	Become qualified if not already qualified; Be an effective, sensitive, responsive staff person.
<b>LEADER</b>	Become involved in the community; Learn the political system and how it works; Use any leadership skills you have learned in or outside Head Start; Assume a community leadership role.

However, each of the Head Start parent's role involves leadership skills. As such, leadership development must be an ongoing component of parent training.

## Principles of Head Start Leaders

Given the many roles of the Head Start parent, leadership development must be built on a platform that transcends the family, the workplace, civic organization (e.g. Head Start Policy Group, Parent Committee etc.), and the community. Compellingly, in all of these areas research suggests that leadership requires a system of shared values.

Studies of effective leadership indicate that shared values:

- Foster strong feelings;
- Promote high levels of loyalty;
- Encourage ethical behavior;
- Promote strong norms about working hard and caring;
- Reduce levels of stress and tension;
- Foster pride; and
- Foster team work.

Clearly these attributes are meaningful in the home, the workplace, the community and the Head Start Policy Group. As such, the first component of leadership development should focus on developing consensus around the values of the Policy Group.

Implementation of shared value leadership development is a facilitated process that requires Head Start parents to define and shape a set of commonly held core values of the family, the organization and the greater community. Moreover, once the core values are agreed upon, they should be displayed at all Policy Group and Parent Committee meeting.

Beyond shared values, leadership research suggests that the traits of effective leaders include:

- Optimism;
- Emotional intelligence (rational decision-making);
- Internal discipline; and
- Self-efficacy.

Yet while these traits are inherent in many, they can be learned. As such, in addition to consensus around shared values, building effective leadership skills among parents should also include efforts to promote, develop and reinforce leadership traits and behaviors.

Implementation of training for developing leadership traits is more exercise oriented, providing Head Start parents with a set of structured exercises that demonstrate current parent behaviors and desired parent behaviors.

## **SECTION 7 – THE ROLE OF STAFF**

Staff support of the Head Start decision-making process by both policy groups and governing bodies is essential to effective decision-making. Section 7 focuses on the specific support role of staff and will enhance the ability of Head Start professionals to:

- understand the tasks involved in facilitating effective decision-making and efficient functioning of policy groups;
- effectively plan and facilitate policy group orientation and meetings; and
- effectively develop, coordinate and facilitate policy group activities on an annual basis.

Head Start staff and professionals act in a planning, advisory, facilitative and support role to policy groups and fill a major gap in the overall shared decision-making process. In the main, staff responsibilities encompass three major areas:

- Planning and implementation of training;
- Planning and implementation of meetings;
- Facilitating committee activities; and
- Assistance and support for policy council activities and decisions.

## **Implementation of Policy Council Training**

Planning and implementing policy council training is probably the most important role of Head Start staff, as the tone and effectiveness of orientation and training is the foundation of policy council functioning. In implementing training for the policy council, Head Start staff and professionals should consider the following key tasks:

- Identifying the person responsible for training activities
- Identifying consultants as needed
- Planning for consultant agreements and information
- Identification of facilities for training
- Notice to participants
- Arranging for audio and visual aids and other needed equipment
- Arrangements for handouts
- Arrangements for substitutes if applicable
- Arranging for attendance, data collection and reporting
- Preparation of the agenda
- Development of evaluation instruments

Additionally, because training is an ongoing activity, Head Start staff should, at the beginning of the program year, have a specific schedule of activities that includes planning, and training and development, as well as the Program Performance Standards requirements for assessment, recruitment and approval of policy as needed. The schedule of activities should identify specific issues and tasks to be covered each month as illustrated below.

### Sample Planning Schedule

- **September**  
Election of Members
- **October**  
Training of Members  
Roles and Responsibilities  
Planning for the Program Year
- **November**  
By-law Training  
Election of Officers  
Selecting Standing Committees
- **December**  
Completion of Training (Items not covered)
- **January**  
Planning for self-assessment  
Training on Performance Standards  
Component work plan reviews begins
- **February**  
Recruitment/enrollment plans reviewed and revised  
Program self-assessment
- **March**  
Review personnel policies  
Review other Head Start policies (as needed)  
Continue self-assessment
- **April**  
Finalize self-assessment and develop plans for meeting areas of non-compliance
- **May, June, July, August**  
To be determined

Moreover, in addition to scheduled activities, staff planning activities must be flexible in order to accommodate potential problems or issues that arise in the course of the program year such a complaint resolution or changes in Head Start personnel that require the input and feedback of the policy group.

## Policy Council Committees

Policy Council Committees provide an effective mechanism for ensuring that activities are carried out and decisions are made in a timely manner. Committees can be organized around functional areas of the policy group, (i.e. recruitment/nominations, budget and plan approval, self-assessment, dispute resolution, etc.); around operational areas of the Head Start organization, (i.e. personnel, fiscal, planning, center operations, etc.), or can be issue specific (i.e. student achievement, parental involvement, community involvement, etc.). Whatever the organizational structure of policy group committees, it is the responsibility of staff to facilitate the committees and promote committee functions and outcomes that add value to the decision-making and governance process.

The following recommendations are provided to better ensure effective policy group committees meetings and value-added outcomes:

- Committees should be composed on seven to nine persons;
- Specific tasks should be assigned to each committee;
- Committee objectives should be clear, attainable, realistic and related to organizational goals;
- Directions should be clear and task should proceed in an orderly, timely manner; and
- Members should remember that they are part of the total body of the Head Start organization.

## Corrective Action Plans

Head Start staff must be prepared to facilitate resolution of problem and deficiency areas in policy group functioning that arise. The following worksheet format can be used as a guide for planning corrective action.

Area Needing Attention	Plan for Correcting Deficiency	Person Responsible	Resources Needed	Projected Completion Date

## Policy Group Meetings

Because Head Start policy groups are volunteers, many of whom have work and family obligations, it is important that policy group meetings are well planned and coordinated efforts. As staff and professionals prepare for policy group meetings, the following checklist can be a useful tool in ensuring maximum productivity.

### Policy Group Meeting Checklist

Has the agenda been planned? \_\_\_\_\_

Have all the members been notified of the date, time and location? \_\_\_\_\_

Is attendance confirmed by a quorum of the membership? \_\_\_\_\_

If it is a public meeting, has the appropriate legal public notice been handled? \_\_\_\_\_

Are the minutes of the last meeting prepared and ready for the Secretary? \_\_\_\_\_

Is there correspondence to be presented by the Secretary? \_\_\_\_\_

Have the members received advance copies of plans, budgets or items for approval? \_\_\_\_\_

Have arrangements been made for guests or speakers as appropriate? \_\_\_\_\_

Is special equipment available if needed? \_\_\_\_\_

Have arrangements been made for members with special needs (i.e. sign interpreter) \_\_\_\_\_

Is the meeting location clearly marked and identifiable? \_\_\_\_\_

## Frequently Asked Questions

Head Start staff and professionals are the most valuable informational resources to policy group and governing board members. To assist staff and professionals to provide accurate information, the Head Start Bureau has prepared a list of Frequently Asked Questions (FAQs) about shared decision-making as provided below.

1. **Question:** *Where is 70.2 in the Program Performance Standards?*

**Answer:** In the revised Program Performance Standards, which are effective January 1998, elements in 70.2 are incorporated into Subpart D-Program Design and Management, section 1304.50, Program Governance.

2. **Question:** *What individual or group determines the composition of the Policy Council/Committee and the method of selecting representatives of the community?*

**Answer:** Section 1304.50 (a) of the revised Performance Standards gives the grantee/delegate agency the responsibility of establishing the composition of the Policy Council/Committee, and the methods to be used in selecting representatives of the community. The procedure must be approved by the policy group in an existing agency, and the interim group in a new grantee or delegate agency.

3. **Question:** *Can a grantee or delegate agency place representatives of the community, including agency governing body members, on Head Start policy groups without approval of elected parent members of the group?*

**Answer:** No. [See 1304.50(b)(1)]

4. **Question:** *How often should a Policy Council/Committee meet?*

**Answer:** It is desirable that policy groups meet at least once a month. Policy groups also may call meeting at any time, in accordance with the provisions of their by-laws, in order to handle pressing issues.

5. **Question:** *Who has the responsibility for training the Policy Council/Committee?*

**Answer:** On-going training of the policy groups is the responsibility of the grantee/delegate agency. [See 1304.52(k)(4)]

6. **Question:** *What is the time period after the beginning of the in which a new or fully constituted Policy Council/Committee must be established?*

**Answer:** It is recommended that each Head Start grantee/delegate agency establish a new fully constituted Policy Council/Committee within 60 days after the beginning of the operational year. This recommendation is to



allow the policy group parents adequate time to receive the full benefit of training and experience in the shared decision-making process.

7. **Question:** *If an agency is both a Head Start grantee and delegate, or has more than one Head Start program, how is its policy group structured?*

**Answer:** Every grantee has a Policy Council and every delegate agency has a Policy Committee. If an agency is both a Head Start grantee and delegate, there is only one policy group, a Policy Council, which also conducts some delegate-related business.

8. **Question:** *Can Head Start staff who are parents with a child enrolled in the program serve on policy groups in a voting capacity?*

**Answer:** In order to avoid conflict of interest, no staff member (nor members of their immediate family) of the grantee/delegate agency can serve on a policy group in a voting capacity. Parents who occasionally serve as substitutes may serve. Review the citation for other conditions involving Tribal grantees. See 1304.50(b)(6).

9. **Question:** *What is the composition of a policy group?*

**Answer:** The Policy Council or Policy Committee is composed of a minimum of 51% parents who have children enrolled in Head Start at the time they are elected. The remaining members must include local community representatives who are recommended by the grantee or delegate agency and approved by the policy group. See 1304.50(b)(2)(3).

10. **Question:** *What is the limitation on the term of membership on a Head Start Policy Council/Committee, and why can members only serve three years?*

**Answer:** In accordance with 1304.50(b)(4)(5), terms of membership are limited to a maximum of three one-year terms. Terms are limited to assure that greater numbers of parents have access to the decision-making experience and that new ideas and community representatives are available to the program.

11. **Question:** *Can policy group members (including community representatives) who are low-income, be reimbursed for travel, per diem, meals and childcare expenses incurred because of policy group responsibilities?*

**Answer:** Yes, in accordance with 1304.50(f).

12. **Question:** *Can a policy group delegate its responsibility to approve or disapprove the hiring or termination of Head Start staff, including the Head Start director, to one of its own committees or to any other body of individuals?*

**Answer:** No, the policy group may not delegate this responsibility to any committee or any other body of individuals. The policy group may utilize a subcommittee to gather information to make recommendations to the full policy group. However, the responsibility to approve/disapprove the hiring or termination of Head Start staff must remain with the full policy group.

13. **Question:** *What is the role of hiring staff in a new grantee/delegate?*

**Answer:** A new delegate agency initially has no official policy group but is expected to organize and activate a policy group within two months from the receipt of the grant. In the interim the grantee/delegate agency should organize a provision group made up of potential Head Start parents and community group members. These individuals should be involved in program planning and must approve/disapprove the hiring of staff.

14. **Question:** *Can grandparents of Head Start children serve on policy groups if they are not the legal guardian of the children?*

**Answer:** Yes, grandparents who are not the legal guardians can serve on Head Start policy groups if they are the primary care givers or surrogate parents of the enrolled children. This could also include other adults who are not the biological parent of an enrolled child.

15. **Question:** *How should parents be included in the planning process of the local Head Start program?*

**Answer:** The involvement of policy group parents in the planning process of the Head Start program includes, but is not limited to, encouraging parents to be involved in the development of the grant application and all other program plans to be utilized in implementation of goals. See 1304.50(d)(e) and Appendix A. Parent Committees can also play an important role in offering opportunities for all parents to be a vital part of these functions. See 1034.50(d)(2)(i)(ii).

16. **Question:** *What is an impasse?*

**Answer:** An impasse is a deadlock that occurs when a grantee or delegate agency and its policy group cannot reach agreement on a proposed action. Such impasses are to be resolved at the local level to avoid disruption of services to Head Start children and families. Head Start agencies are to have written internal dispute resolution procedures to resolve governing body/policy group conflicts. See 1304.50(h).

17. **Question:** Can parents be required to participate or volunteer in Head Start?

**Answer:** No. While parents cannot be required to participate or volunteer in Head Start, staff encourages parents to participate because of the benefits to their children and family, as well as to the program. [See 1304.40(d)(2)]



## *Acronyms*

ACF	Administration for Children and Families
AFDC	Aid to Families with Dependent Children
CAA	Community Action Agency
CAP	Community Action Program
CB	Center-Based
CDA	Child Development Associate
CDPS	Child Development Program Specialist (now known as HSYPs)
CNA	Community Needs Assessment
CSBG	Community Services Block Grant
DSQIC	Disabilities Services Quality Improvement Center
EEO	Equal Employment Opportunity
EPSDT	Early and Periodic Screening, Diagnosis and Treatment Program
FY	Fiscal Year
HB	Home-Based
HEW	(old term) Department of Health, Education, and Welfare – now
HHS	Department of Health and Human Services
HS	Head Start
HSQIC	Head Start Quality Improvement Center
HSYPs	Head Start and Youth Program Specialist (formerly CDPS)

IMPD	Indian and Migrant Program Division
NAEYC	National Association for the Education of Young Children
NHSA	National Head Start Association
OFO	Office of Financial Operations
OMB	Office of Management and Budget
PA	Program Account
PC	Policy Council or Policy Committee
PS	Program Specialist
PCC	Parent Child Centers
PIR	Program Information Report
RFP	Request for Proposals
RO	Regional Office
SS/PI	Social Services/Parent Involvement
T/TA	Training and Technical Assistance
USDA	United States Department of Agriculture

**HEAD START POLICY COUNCIL/POLICY COMMITTEE  
MEMBER PLEDGE**

We, the members of the Policy Council/Policy Committee of the \_\_\_\_\_ Head Start Program pledge to do our best in carrying out all the assigned duties, roles and responsibilities of the program consistent with the local state and federal regulations that govern the operations of this program.

We are committed to the development of a local Head Start program that will provide quality services to the children and families served. We will give unselfishly out attention, our time and our abilities to realizing this goal.

We, the Policy Council/Policy Committee are committed to seeking out and addressing not only the needs of families we serve, but the needs of the members of the entire community which the program serves.

Today, as we pledge to dedicate our talents, our abilities, and our energies as Policy Council/Policy Committee members, we seek divine guidance to help us maintain and strengthen our resolve.

## **1304.50(a)(1)**

### **Program Governance**

(a) Policy Council, Policy Committee, and Parent Committee Structure

(b) Policy Group Composition and Formation

(c) Policy Group Responsibilities – General

(d) The Policy Council or Policy Committee

(e) Parent Committee

(f) Policy Council, Policy Committee, and parent Committee Reimbursement

(g) Governing Body Responsibilities

(h) Internal Dispute Resolution

Appendix A to 1304.50 – Governance and Management Responsibilities

## **Program Governance**

### **SUBPART D – PROGRAM DESIGN AND MANAGEMENT**

#### **INTRODUCTION TO 1304.50**

The objective of [45 CFR 1304.50](#) is to ensure that each grantee and delegate agency has an established policy group and a well-functioning governing body that share responsibility for overseeing the delivery of high quality services to children and families in accordance with Head Start legislation, regulations, and policies. Through the Policy Council and Policy Committee - groups with policy-making authority at the grantee and delegate agency levels, respectively - and through the local Parent Committees, parents and other community representatives are empowered to actively participate in the shared decision-making process.

This section describes the formal structure of shared governance, outlining the composition and responsibilities of policy groups, Parent Committees, and governing bodies. The standards also discuss policy group and Parent Committee reimbursements and the need for internal dispute mechanisms. Finally, the chart "Governance and Management Responsibilities" in Appendix A of this section restates the responsibilities and outlines the interactions of policy groups, governing bodies, and agency management staff.

**Performance Standard  
1304.50(a)(1)**

(a) Policy Council, Policy Committee, and Parent Committee Structure.

(1) Grantee and delegate agencies must establish and maintain a formal structure of shared governance through which parents can participate in policy making or in other decisions about the program. This structure must consist of the following groups, as required:

(i) Policy Council. This Council must be established at the grantee level.

(ii) Policy Committee. This Committee must be established at the delegate agency level when the program is administered in whole or in part by such agencies (see 45 CFR 1301.2 for a definition of a delegate agency).

(iii) Parent Committee. For center-based programs, this Committee must be established at the center level. For other program options, an equivalent Committee must be established at the local program level. When programs operate more than one option from the same site, the Parent Committee membership is combined unless parents choose to have a separate Committee for each option.

*Related Information:* See 45 CFR 1306.3(h) for the definition of a Head Start parent.

*Rationale:* A formal structure of program governance provides parents and other community representatives with the authority and opportunity to participate in shared decision-making concerning program design and implementation. *This rationale serves [45 CFR 1304.50\(a\)\(1\)-\(5\)](#).*

*Guidance:* Although the formal structure of governance will vary across local agencies, policy groups and Parent Committees are required for all. Each agency has only one policy group.

Policy groups - the Policy Council at the grantee agency level and the Policy Committee at the delegate agency level - have policy-making authority and, therefore, are governed by locally determined bylaws that ensure clarity and consistency in function and purpose.

Parent Committees provide every parent of an enrolled child with the opportunity to assist in the development of activities that address their interests and needs and that support the education and healthy development of their children.

Agencies provide parents, community representatives, community partners, and staff with training regarding program governance and shared decision-making, so they may understand and support the purpose of the Policy Council, Policy Committee, and Parent Committee.



## **Performance Standard 1304.50(a)(2)**

(2) Parent Committees must be comprised exclusively of the parents of children currently enrolled at the center level for center-based programs or at the equivalent level for other program options (see 45 CFR 1306.3(h) for a definition of a Head Start parent).

**Guidance:** All parents of enrolled children are automatically members of a Parent Committee. The Parent Committee may choose to develop smaller groups to facilitate in-depth discussions of significant issues before such issues are considered by the larger Parent Committee. The formation of subgroups also encourages the participation of those who feel more comfortable expressing opinions in smaller groups. The Parent Committee may choose to structure meetings around a breakfast, potluck meal, or other social event, to encourage participation by as many parents as possible.

**Related Information:** See 45 CFR 1304.52(k)(4) on providing training to members of the Policy Councils and Policy Committees.

## **Performance Standard 1304.50(a)(3)**

(3) All Policy Councils, Policy Committees, and Parent Committees must be established as early in the program year as possible. Grantee Policy Councils and delegate Policy Committees may not be dissolved until successor Councils or Committees are elected and seated.

**Guidance:** Because shared decision-making is a critical element of ongoing planning, it is important for agencies to maintain effective grantee Policy Councils, delegate Policy Committees, and Parent Committees from one year to the next. The following are suggestions for encouraging the parents of newly enrolled children to participate in policy groups and Parent Committees:

- Discuss policy groups and Parent Committees during recruitment;
- Display posters, show videos, or use other means to provide information about the role and importance of the policy groups and Parent Committees and about the nature and timing of the election process;
- Provide opportunities for outgoing members of policy groups to play an active role in recruiting, meeting with, welcoming, training, and providing one-on-one mentoring to potential new members; and
- Invite new parents to observe Policy Council or Policy Committee meetings.

Although outgoing parents from Policy Councils or Policy Committees may not have children in Head Start at the beginning of the next program year, it is important that parents complete their term and continue in a policy-making role until new parents are elected and seated. It may be necessary to develop procedures to maintain the participation of outgoing parents or to elect parents to complete an unexpired term, if parents have left the area, as is often the case in migrant programs.

In order to meet the mandate for parental involvement, a new grantee or delegate agency needs to form an appropriate interim policy group that represents potential Head Start parents, as well as other community members. This interim body is immediately involved in start-up program planning, the development of interim procedures, and the hiring of staff.

**Performance Standard  
1304.50(a)(4)**

(4) When a grantee has delegated the entire Head Start program to one delegate agency, it is not necessary to have a Policy Committee in addition to a grantee agency Policy Council.

**Guidance:** In situations where a grantee delegates the entire Head Start program to one delegate agency, the Policy Council takes on all policy responsibilities. Grantees have procedures that describe how decisions are made involving the grantee governing body, the delegate governing body, and the Policy Council.

**Performance Standard  
1304.50(a)(5)**

(5) The governing body (the group with legal and fiscal responsibility for administering the Early Head Start or Head Start program) and the Policy Council or Policy Committee must not have identical memberships and functions.

**Related Information:** See 45 CFR 1304.50(g) for information on governing body responsibilities, and the chart, "Governance and Management Responsibilities," in Appendix A to this section, which describes the roles and responsibilities of the governing body, the Policy Council and the Policy Committee, and key management staff.

**Guidance:** Agencies review membership lists and bylaws to ensure that memberships and functions of the governing body and the policy group are not identical. Communication between the groups is improved if there is at least one representative from the governing body serving on the policy group and at least one representative from the policy group serving on the governing body.

## Performance Standard 1304.50(b)(1) – (b)(7)

(b) Policy group composition and formation.

(1) Each grantee and delegate agency governing body operating an Early Head Start program must (except where such authority is ceded to the Policy Council or Policy Committee) propose, within the framework of these regulations, the total size of their respective policy groups (based on the number of centers, classrooms, or other program option units, and the number of children served by their Early Head Start or Head Start program), the procedures for the selection of community representatives. These proposals must be approved by the Policy Council or Policy Committee.

(2) Policy Councils and Policy Committees must be comprised of two types of representatives: parents of currently enrolled children and community representatives. At least 51 percent of the members of these policy groups must be the parents of currently enrolled children (see 45 CFR 1306.3(h) for a definition of a Head Start parent).

(continued, next page...)

**Rationale:** Established procedures for electing parent members and selecting community representatives ensure consistency and fairness in the selection of policy group members. It is essential that families receiving services play an active role in making decisions about such services, and that the Head Start program reflects the community as a whole. This rationale serves [45 CFR 1304.50\(b\)\(1\)-\(7\)](#).

**Guidance:** The following are suggestions for the governing body and policy group review of procedures for parent elections:

- Inform all parents of their vital role in program governance;
- Ensure that there is a fair method of nomination, either by parents nominating themselves or by other parents nominating them; nominations should be placed only with the consent of the nominee;
- Provide proportionate representation to parents in all program options and settings. If agencies operate programs serving different geographical regions or ethnic groups, to adopt policies to ensure that all groups being served will have an equal opportunity to serve on policy groups; and
- Consider using Parent Committees to facilitate the process of nominating and electing parents to the Policy Council or Policy Committee.

Parents are involved in every step of the process for selecting community representatives. Parents may be involved, for example, in discussions of the issues of interest and the types of community representatives needed in the coming year, as well as in developing methods for soliciting and screening potential candidates.

When nominating parent members or selecting community representatives to policy groups, consider:

- The willingness and ability of the potential members to contribute time and effort to the program and to serve as mentors and role models, as well as resource persons;
- The diversity of the group of individuals nominated, with consideration being given to the programs or program options in which the children of nominees are enrolled;
- The agency's goals and the information generated by the Community Assessment; and
- The desirability of having representation from the governing body to the policy group, in order to improve communication between the two groups.

**Performance Standard**  
**1304.50(b)(1) – (b)(7)**

(3) Community representatives must be drawn from the local community: businesses; public or private community, civic, and professional organizations; and others who are familiar with resources and services for low-income children and families, including for example, the parents of formerly enrolled children.

(4) All parent members of Policy Councils or Policy Committees must stand for election or re-election annually. All community representatives also must be selected annually.

(5) Policy Councils and Policy Committees must limit the number of one-year terms any individual may serve on either body to a combined total of three terms.

(6) No grantee or delegate agency staff (or members of their immediate families) may serve on Policy Councils or Policy Committees except parents who occasionally substitute for regular Early Head Start or Head Start staff. In the case of Tribal grantees, this exclusion applies only to Tribal staff who work in areas directly related to or which directly impact upon any Early Head Start or Head Start administrative, fiscal or programmatic issues.

Agencies and policy groups establish procedures for monitoring the three-year limit for both parents and community representatives. Agencies also develop volunteer opportunities that allow former policy group members to use their skills and experience to support program activities and operations. If agencies view and present the opportunity of serving on policy groups as a time to learn new skills and to gain self-confidence in a supportive environment, parents will understand the value of leaving a policy group after a few years, and of moving into other leadership roles in school organizations and in the larger community.

Personnel policies and bylaws address potential conflicts of interest between agency employment and membership on a Policy Council or Policy Committee. For example, agencies may consider developing policies that define "occasional substitute" and that determine at what point in the hiring process a candidate for a Head Start position must resign his or her membership from a policy group, that is, upon application or upon hiring.

**Performance Standard  
1304.50(b)(1) – (b)(7)  
(continued)**

(7) Parents of children currently enrolled in all program options must be proportionately represented on established policy groups.

**Performance Standard  
1304.50(c) & (d)**

(c) Policy group responsibilities – general.

At a minimum policy groups must be charged with the responsibilities described in paragraphs (d), (f), (g), and (h) of this section and repeated in appendix A of this section.

(d) The Policy Council or Policy Committee.

(1) Policy Councils and Policy Committees must work in partnership with key management staff and the governing body to develop, review, and approve or disapprove the following policies and procedures.

**Rationale:** Policy groups are established and charged with the specific functions outlined in paragraphs (d), (f), (g), and (h) of this section and in the chart, "Governance and Management Responsibilities," in Appendix A of this section, in order to ensure that parents have the opportunity to be involved in shared decision-making. Policy groups provide a vehicle for parents to assume leadership roles in representing the collective interests of all families. This rationale serves [45 CFR 1304.50\(c\), \(d\), \(f\), \(g\), \(h\), and Appendix A](#) of this section.

**Guidance:** Formal systems of communication and a thoughtful plan of ongoing training serve as a critical foundation to the development of effective working partnerships among the policy group, the governing body, and key management staff. To further support cooperative relationships, grantee and delegate agencies:

- Develop a consultation and approval process that is integrated between the policy group and governing body in order to expedite agency decision-making concerning the Head Start program;
- Establish written procedures for many of the policy approval functions of the governing body and the Policy Council or Policy Committee;
- Recognize that having organized and agreed upon practices reduces the time and effort needed to conduct business and reduces conflict between the groups;
- Recognize the role of staff in developing policy issues for consideration, discussion, and approval by both the policy group and the governing body; and
- Provide information to the policy groups in a timely manner in order to support effective decision-making.

## Performance Standard

### 1304.50(d)(1)(i)

(i) All funding applications and amendments to funding applications for Early Head Start and Head Start, including administrative services, prior to the submission of such applications to the grantee (in the case of Policy Committees) or to HHS (in the case of Policy Councils);

**Related Information:** See function (I)(e) in the chart, "Governance and Management Responsibilities," in Appendix A of this section.

**Guidance:** The agency's planning process provides for the involvement of the governing body and the Policy Council or Policy Committee at strategic points during the development of all funding applications. The following are suggestions for involving grantee Policy Councils and delegate Policy Committees in a meaningful review of applications and related materials:

- Consider the funding application as part of an ongoing planning process, and involve members in the decision-making process early on, before the applications and related materials are drafted;
- Provide timely training on the interrelated nature of budgets and program planning (see 45 CFR 1304.52(k)(4)); and
- Provide frequent information on program progress and expenditures to create a climate in which agency decision-making is supported by adequate and ongoing information about agency activities (see 45 CFR 1304.51(h)(1) on financial and program reporting systems).

## Performance Standard

### 1304.50(d)(1)(ii)

(ii) Procedures describing how the governing body and the appropriate policy group will implement shared decision-making;

**Related Information:** See function (II)(c) in the chart, "Governance and Management Responsibilities," in Appendix A of this section. Also see 45 CFR 1304.51(d) for information on communication between the Policy Council or Policy Committee and the governing body.

**Guidance:** Shared decision-making presents a variety of challenges. Suggested strategies for successful shared decision-making follow:

- Develop written procedures describing how the sharing of responsibilities across the functions specified in the chart in Appendix A of this section will be implemented;
- Ensure that the Policy Council, the Policy Committee, and the governing body receive regular and accurate information about program planning, policies, and agency operations through the communication system required by 45 CFR 1304.51(a); and
- Support open channels of communication between the grantee Policy Council or the delegate Policy Committee and the relevant governing body through such measures as
  - the exchange of minutes from meetings,
  - forums for open discussions between the groups,
  - joint meetings on specific issues or concerns,

- the participation of policy group members in staff meetings, and
- concurrent membership of selected individuals on both the governing body and policy group.

### **Performance Standard 1304.50(d)(1)(iii) & (iv)**

(iii) Procedures for program planning in accordance with this part and the requirements of 45 CFR Part 1305.3;

(iv) The program's philosophy and long- and short-range program goals and objectives (see 45 CFR 1304.51 (a) and 45 CFR 1304.3 for additional requirements regarding program planning);

**Related Information:** See functions (I)(a) and (b) in the chart, "Governance and Management Responsibilities," in Appendix A of this section. Also, see 45 CFR 1304.51(a) on program planning, and specifically, 45 CFR 1304.51(a)(1)(ii) on formulating long-range goals and short-term objectives.

**Guidance:** Active policy group participation in program planning is critical to the continuous process of program improvement. The following are suggestions for involving Policy Councils and Policy Committees in program planning and in shaping the program's philosophy and long- and short-range goals and objectives:

- Ensure that members are aware of established agency time frames and procedures for program planning;
- Ensure that the Policy Council and Policy Committee participate in discussions concerning program vision;
- Establish subcommittees, as needed, to work with the director, the governing body, and appropriate staff on developing and analyzing program plans, long-range goals and short-term objectives for each program area;
- Obtain recommendations from Parent Committees;
- Provide input on relevant community issues;
- Review financial statements of the program and explore program resources to determine if adequate resources exist to support goals and objectives; and
- For Policy Councils of agencies with delegate agencies, ensure that the grantee agency's planning procedures describe how delegate agencies will integrate their planning activities into those of the grantee.

### **Performance Standard 1304.50(d)(1)(v)**

(v) The selection of delegate agencies and their service areas (this regulation is binding on Policy Councils exclusively) (see 45 CFR 1301.33 and 45 CFR 1305.3(a) for additional requirements about delegate agency and service area selection, respectively);

**Related Information:** See functions (I)(c) in the chart, "Governance and Management Responsibilities," in Appendix A of this section.

**Guidance:** Approval of delegate agencies and their service areas is a shared decision of the Policy Council and the governing body. The provision of all information to both groups in a time-sequenced manner supports and facilitates the agency's decision-making processes and minimizes conflict as well.

**Performance Standard  
1304.50(d)(1)(vi)**

(vi) The composition of the Policy Council or the Policy Committee and the procedures by which policy group members are chose;

**Related Information:** See functions (II)(a) in the chart, "Governance and Management Responsibilities," in Appendix A of this section; and see 45 CFR 1304.50(b)(1) regarding policy group composition and formation.

**Guidance:** See cross-references under "Related Information" for this standard.

**Performance Standard  
1304.50(d)(1)(vii)**

(vii) Criteria for defining recruitment, selection, and enrollment priorities, in accordance with the requirements of 45 CFR part 1305;

**Related Information:** See functions (I)(d) and (b) in the chart, "Governance and Management Responsibilities," in Appendix A of this section.

**Guidance:** To facilitate the meaningful participation of policy group members in the periodic reviews of criteria for recruitment, selection, and enrollment priorities, policy group members need to be familiar with the requirements of 45 CFR 1305. They are encouraged to examine how the enrollment process is working in relationship to these requirements as well as their understanding of the program philosophy and the needs of children and families in the community.

**Performance Standard  
1304.50(d)(1)(viii)**

(viii) The annual self-assessment of the grantee or delegate agency's progress in carrying out the programmatic and fiscal intent of its grant application, including planning or other actions that may result from the review of the annual audit and findings from the Federal monitoring review (see 45 CFR 1304.5(i)(1) for additional requirements about the annual self-assessment);

**Related Information:** See functions (I)(g) and (b) in the chart, "Governance and Management Responsibilities," in Appendix A of this section.

**Guidance:** As active participants in the ongoing process of annual self-assessment, as required under 45 CFR 1304.51(i), the Policy Council and Policy Committee consider the extent to which:

- The time schedule for self-assessment is reasonable;
- An appropriate assessment team has been formed, which includes parents and adequate representation from the community;
- The self-assessment team receives training on how to conduct an assessment;
- All team members are fully aware of the results of the last self-assessment, as well as of the Federal monitoring review;
- The measures used to conduct the self-assessment adequately evaluate the program;
- Findings from the self-assessment are reported to the Policy Council, Policy Committee, Parent Committees, and governing bodies; and
- Improvement plans are appropriate and feasible in terms of resources and time frames.



Policy groups also review the agency's procedures to ensure that an annual independent audit is conducted, in accordance with 45 CFR 1301.31, and copies of the audit are available to them.

### **Performance Standard 1304.50(d)(1)(ix)**

(ix) Program personnel policies and subsequent changes to those policies, in accordance with 45 CFR 1301.31, including standards of conduct for program staff, consultants, and volunteers; and

**Related Information:** See function (III)(a) in the chart, "Governance and Management Responsibilities," in Appendix A of this section; 45 CFR 1301.31 on personnel policies; and 45 CFR 1304.52(h) on standards of conduct for program staff, consultants, and volunteers.

**Guidance:** Policy groups are knowledgeable about personnel policies, because of their roles in approving or disapproving decisions to hire or terminate staff. Elements to consider during the review of personnel policies include:

- The effectiveness of the personnel policies in securing qualified staff who can provide appropriate services and who reflect the families served;
- The potential need for modifications or addendums to agency-wide personnel policies and procedures, so that program staff are treated in accordance with 45 CFR 1301.31; and
- The possible desirability of focusing the review on a particular area, such as benefits, recruitment, promotion procedures, salaries, job descriptions, or grievance procedures, during any given year.

### **Performance Standard 1304.50(d)(1)(x) & (xi)**

(x) Decisions to hire or terminate the Early Head Start or Head Start director of the grantee or delegate agency; and

(xi) Decisions to hire or terminate any person who works primarily for the Early Head Start or Head Start program of the grantee or delegate agency.

**Related Information:** See functions (III)(b)-(e) in the chart, "Governance and Management Responsibilities," in Appendix A of this section; and see 45 CFR 1304.50(e)(3) on Parent Committee involvement in the recruitment and screening of Head Start employees.

**Guidance:** A method for including the Policy Council or Policy Committee in the approval or disapproval of decisions to hire or terminate individuals working for the program is essential. Some roles of the Policy Council or Policy Committee are to:

- Actively participate in the personnel process through such means as establishing a personnel committee that is charged with making recommendations to the full Policy Council or Policy Committee;
- Ensure that positions are openly advertised;
- Work with Parent Committees to implement the recruitment, selection, and approval process;
- Encourage parents to understand the employment process and to apply for jobs for which they are qualified; and
- Participate in the approval process, without taking responsibility for directly hiring or terminating individuals, because this is a management function.

**Performance Standard  
1304.50(d)(2)(i)**

(2) In addition, Policy Councils and Policy Committees must perform the following functions directly;

(i) Serve as a link to the Parent Committees, grantee and delegate agency governing bodies, public and private organizations, and the communities they serve;

**Performance Standard  
1304.50(d)(2)(ii)**

(ii) Assist Parent Committees in communication with parents enrolled in all program options to ensure that they understand their rights, responsibilities, and opportunities in Early Head Start and Head Start and to encourage their participation in the program;

To avoid barriers to hiring staff on a timely basis, migrant programs and other programs with geographical constraints develop guidelines for securing input from policy group members who are not living in the local area at the time of the hiring process.

**Related Information:** See 45 CFR 1304.51(b) regarding communication with the community.

**Guidance:** Members of policy groups play an active role in listening to parents and community agencies by:

- Supporting parents in being effective spokespeople in the community by providing training in such areas as communication and listening skills;
- Being members of grantee and delegate agency governing bodies and other community boards in order to share information about services for children and their families;
- Reporting back to parents, keeping them informed about policy group actions through Parent Committee meetings, program newsletters, bulletin boards, and one-on-one contacts;
- Ensuring that staff provide basic information, such as copies of the Head Start Program Performance Standards, bylaws, notices, and general information, to all interested parties;
- Being familiar with resources in the community;
- Fostering positive community relationships; and
- Becoming advocates and leaders at local, State, Tribal, and Federal levels.

**Related Information:** See 45 CFR 1304.40(d)(3) on parent participation in the program, and 45 CFR 1304.51(c) on communication with families.

**Guidance:** The Policy Council and Policy Committee play important leadership roles in working with the Parent Committees to encourage all parents to participate in the activities of the Parent Committees and policy groups, as well as in other program activities. Effective methods for communicating the importance of parent participation vary, depending upon the parents and program. One suggestion is for members of these groups to work with staff in developing a handbook addressing parental rights, responsibilities, and opportunities.

**Performance Standard  
1304.50(d)(2)(iii)**

(iii) Assist Parent Committees in planning, coordinating, and organizing program activities for parents with the assistance of staff, and ensuring that funds set aside from program budgets are used to support parent activities;

**Related Information:** See 45 CFR 1304.50(e) on Parent Committee responsibilities.

**Guidance:** Parent Committees are allowed broad latitude when planning, coordinating, and organizing activities. Grantee Policy Councils and delegate Policy Committees, as well as staff, are available to support the Parent Committees in planning these activities, as needed, by:

- Encouraging parents to discuss all parent activities that the program currently sponsors and to assess the effectiveness of those activities;
- Obtaining input from parents about what they would like to do in the program;
- Assisting in securing funding, personnel, and other resources to support desired activities;
- Discussing when to use parent activity funds to help carry out proposed activities; and
- Encouraging Parent Committees to take responsibility for submitting a recommended budget for parent activity funds for the following year to the Policy Council or Policy Committee.

**Performance Standard  
1304.50(d)(2)(iv)**

(iv) Assist in recruiting volunteer services from parents, community residents, and community organizations, and assist in the mobilization of community resources to meet identified needs; and

**Related Information:** See 45 CFR 1304.41(a)(3) for information on volunteer outreach.

**Guidance:** In order to assist in recruiting volunteers and in mobilizing community resources, Policy Councils and Policy Committees:

- Work with the Parent Committees to encourage parent participation;
- Identify how volunteers and community resources can extend program services;
- Assess the types and quality of volunteer opportunities;
- Suggest where to look for community volunteers and resources;
- Supplement agency volunteer outreach efforts; and
- Collaborate with local foundations and other organizations to mobilize resources.

## **Performance Standard 1304.50(d)(2)(v)**

(v) Establish and maintain procedures for working with the grantee or delegate agency to resolve community complaints about the program.

**Related Information:** See function (II)(e) in the chart, "Governance and Management Responsibilities," in Appendix A of this section; and see 45 CFR 1304.51(b) regarding communication with the community.

**Guidance:** The following are suggested procedures for fostering good community relations and resolving community complaints:

- Foster positive community relations by being proactive with local agencies;
- Conduct outreach to community agencies or individuals to solicit constructive suggestions for quality improvement;
- Establish a follow-up process to respond to all community inquiries; and
- Develop procedures that describe specific steps in the process for addressing community concerns and for resolving complaints and make copies of such procedures available widely.

## **Performance Standard 1304.50(e)(1), (2) & (3)**

(e) Parent Committee

The Parent Committee must carry out at least the following minimum responsibilities:

- (1) Advise staff in developing and implementing local program policies, activities, and services;
- (2) Plan, conduct, and participate in informal as well as formal programs and activities for parents and staff; and
- (3) Within the guidelines established by the governing body, Policy Council, or Policy Committee, participate in the recruitment and screening of Early Head Start and Head Start employees.

**Rationale:** Parent Committees provide all parents with a broad range of opportunities to participate in the shared decision-making process. This rationale serves [45 CFR 1304.50\(e\)\(1\)-\(3\)](#).

**Related Information:** See 45 CFR 1304.40, Family Partnerships, sections (a)(4), (a)(5), (d), (e) and (f) for information on parent involvement, parent education programs, and other interactions with parents.

**Guidance:** Parent Committees contribute to program development and operations in many ways, including, but not limited to:

- Electing policy group representatives;
- Becoming involved in the development of the program's curriculum and approach to child development and education (see 45 CFR 1304.21(a)(2)(i) and 45 CFR 1304.40(e)(1));
- Designing program activities planned for various program settings, group socialization experiences, and weekly home visits;
- Locating resources to carry out program activities;
- Bringing parents together to share common interests;
- Working with the Policy Council or Policy Committee to support program development and implementation; and
- Planning programs and activities for parents and staff. Parent Committees are encouraged to discover and discuss what parents would like to do and what they would like to learn; and to discuss how these ideas can be carried out with or without staff assistance.

In addition, Parent Committee members play a vital role in the recruitment and screening of employees. Within the guidelines established by the Policy Council or Policy Committee, members of Parent Committees:

- Assist agencies to determine how and where to recruit potential employees;
- Help determine the selection criteria; and
- Participate in the interview process.

### **Performance Standard 1304.50(f)**

(f) Policy Council, Policy Committee, and Parent Committee reimbursement.

Grantee and delegate agencies must enable low-income members to participate fully in their group responsibilities by providing, if necessary, reimbursements for reasonable expenses incurred by the members.

**Guidance:** Reimbursements to low-income members for reasonable expenses in fulfilling their group responsibilities are provided by the grantee or delegate agency from grant funds. Agency procedures and policy group bylaws may contain definitions of necessary reimbursement and reasonable expenses, which may include:

- travel, lodging, and per diem expenses, in line with agency policies for staff travel,
- child care expenses, and
- other expenses deemed appropriate.

### **Performance Standard 1304.50(g)(1) & (2)**

(g) Governing body responsibilities.

(1) Grantee and delegate agencies must have written policies that define the roles and responsibilities of the governing body members and that inform them of the management procedures and functions necessary to implement a high quality program.

(2) Grantee and delegate agencies must ensure that appropriate internal controls are established and implemented to safeguard Federal funds in accordance with 45CFR 1301.13.

**Related Information:** See functions (II)(b),(f) and (g) of the chart, "Governance and Management Responsibilities," in Appendix A of this section; 45 CFR 1304.50(d)(1)(ii) about shared decision-making between the governing body and the appropriate policy group; 45 CFR 1304.51(h)(1) concerning financial reporting systems; and 45 CFR 1304.52(k)(4) about training.

**Guidance:** The responsibilities of the governing body include, but are not limited to:

- Ensuring compliance with Federal laws and regulations, including the Head Start Program Performance Standards, as well as applicable State, Tribal, and local laws and regulations, including laws defining the nature and operations of the governing body;
- Understanding the Head Start philosophy and the role of parents and the Policy Council or Policy Committee in the Head Start shared governance structure, including the need to secure approval of policies and procedures by the grantee Policy Council or delegate Policy Committee;
- Being fiscally and legally accountable for overseeing the Head Start program, including taking general responsibility for guiding and directing planning, general procedures, and

human resources management, as outlined in the chart, "Governance and Management Responsibilities" in Appendix A to this section; and

Ensuring that their agency develops an internal control structure to

- safeguard Federal funds,
- comply with laws and regulations that have an impact on financial statements,
- detect or prevent noncompliance, and
- receive audit reports and direct and monitor staff implementation of corrective actions.

In addition, members of the governing body support the program by:

- Identifying and developing resources to augment Federal funds;
- Visiting or volunteering in classrooms and other program activities;
- Becoming involved in the self-assessment process;
- Initiating joint training opportunities with the Policy Council or Policy Committee;
- Establishing mentoring programs which match governing body members with members of the policy groups or other interested individuals; and
- Obtaining feedback from parents and community members about the quality of services.

## **Performance Standard 1304.50(h)**

(h) Internal dispute resolution.

Each grantee and delegate agency and Policy Council or Policy Committee jointly must establish written procedures for resolving internal disputes, including impasse procedures, between the governing body and policy group.

**Guidance:** The governing body and relevant policy group of each grantee or delegate agency have the responsibility for writing and following their own procedures for resolving internal disputes. It is important to develop and formally adopt dispute resolution policies on a proactive basis. Therefore, agencies:

- Consider using community resources to assist in developing resolution procedures and in resolving disputes;
- Set procedures for seeking outside assistance from community-based organizations for the negotiation, mediation or arbitration of disputes that threaten to disrupt services to children and families; and
- Ensure that new policy group members are made aware of the process.

## **Performance Standard**

### **Appendix A to 1304.50**

#### Governance and Management Responsibilities

See chart on following pages.

**Related Information:** See paragraphs (c), (d), (f), (g), and (h) of this section, as well as 45 CFR 1304.51(a) and 45 CFR 1304.52 (a) and (c) for further guidance on governance and management responsibilities.

**Guidance:** The chart, "Governance and Management Responsibilities," Appendix A to 45 CFR 1304.50, restates the responsibilities and outlines the interactions of governing bodies, policy groups, and agency management staff.

Knowledge of the connections between all elements represented by the chart is critical to understanding the responsibilities of each individual or group. The chart provides a "bridge" linking the governance structure described in 45 CFR 1304.50 with the management functions described in 45 CFR 1304.51 and 45 CFR 1304.52.

To effectively implement shared decision-making, members of governing bodies, policy groups, and agency management teams adopt a holistic view of the complete system of program design and management and of how this system is integrated with the entire set of Head Start Program Performance Standards.

## **Outline for Effective Policy Group Bylaws**

Bylaws are the rules by which a body governs itself and is organized. They are specific to an organization and describe the rights and duties of all the members. Typically bylaws address the following areas and each is titled and Article, i.e., Article I: Name of Organization.

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### **A SAMPLE OUTLINE FOR POLICY COUNCIL BYLAWS**

- I.     Introductory Statement (Optional)
- II.    Name of Organization
- III.   Purpose, duties, responsibilities and functions
  - A.     General responsibility (The Legal and Fiscal Responsibility for carrying out program Functions.)
    - 1.    None (See part 1304.50, Appendix A)
  - B.     Operating responsibilities (The Direct Responsibility for Carrying Out or Performing program functions.)
    - 1.    Establish and maintain procedures for hearing and working with the grantee or delegate agency to resolve community complaints about the program, jointly with the governing body.
- IV.    Goals and Objectives
- V.     Meetings
  - A.     Frequency: How many; how often
  - B.     Time and place of meetings
  - C.     Operating procedures; how run
  - D.     Special Meetings
    - 1.     Purpose
    - 2.     How called
    - 3.     Notification
  - A.     Quorum for meetings
  - B.     How meetings are called
- VI.    Membership
  - A.     Composition
  - B.     Selection Criteria
  - C.     Size
  - D.     Tenure of members
  - E.     Seating of members
  - F.     Attendance/Participation of members
  - G.     Removal of members
  - H.     Filling vacancies
  - I.     Voting rights of members



- VII. Officers
  - A. Name of positions
  - B. Duties
  - C. Election/Selection process
  - D. Term of Office
- VIII. Committees
  - A. Standing Committees
    - 1. Finance and Planning
    - 2. Human Resources (Personnel)
    - 3. Grievance
    - 4. Recruitment and Selection
    - 5. Parent Involvement
    - 6. Community Relations
    - 7. Education
    - 8. Bylaws
  - B. Ad Hoc
  - C. Executive
    - 1. Composition
    - 2. Scope of Authority
    - 3. Meetings
- IX. Amending Bylaws
  - A. Procedures
  - B. Changing Bylaws Document
- X. Rules of Procedure
- XI. Certification of Adoption/effective date
- XII. Some Reminders

POLICY COUNCIL/COMMITTEE TRAINING  
IN PARLIAMENTARY PROCEDURES

*Shared Decision*

*Making*

Using

“Robert’s Rules of Order,

Newly Revised”

**Seven Steps in**

**Making a Motion**

*What is a Motion?*

**A recommendation  
made by a member of the  
Policy Council (Committee)  
for the entire  
Council (Committee  
to consider and  
possibly take action!**

### **What is the process of a Motion?**

1. **Recognition**: Get the Chairperson's attention and permission before speaking.
2. **Make the Motion**: Offer your recommendation to the rest of the members by saying: "I, (your name), move that (what you want to recommend goes here)." All motions must be stated in the "affirmative"; never make a motion that calls for "do not". If the majority of the members do not like a motion (recommendation), they can always vote "no" and defeat the motion.
3. **It Must Be Seconded**: Another member of the Policy Council or Committee must approve your suggestion before all of the members can consider it. To support your idea, another member should say: "I, (your name), second the motion." Your motion cannot be discussed until it is seconded.
4. **Clearly State the Motion**: The Recording Secretary records the motion exactly as the "Mover" states it and the Chairperson restates the motion by saying: "It has been moved that (and the Chairperson restates the motion here)." The Chairperson should ask the Mover of the motion for clarification if the motion is not understood.
5. **Discussion**: The Motion now belongs to the organization. It cannot be rescinded or "taken back" by the Maker or the Secunder. The Chairperson invites members who are "for" and "against" the motion to discuss it. Start the discussion by asking the person who made the motion to support it. A Chairperson cannot offer his or her opinion on a motion unless he/she leaves the "chair" by having another officer temporarily take the gavel and preside over the discussion. The discussion ends when all members have had ample time to thoroughly talk about the motion and the Chairperson prepares the members for voting by having the Recording Secretary restate the motion.
6. **The Vote is Taken**: The Chairperson states the issue before calling for a vote. Voting can be by several methods (depending on your Council or Committee's by-laws):
  - 1) Vote by Written Ballot
  - 2) Vote by Voice
  - 3) Vote by a Show of Hands or Standing UpAbstentions are also counted and are part of the vote.
7. **The Result is Announced**: The Chairperson announces whether or not the Motion has been approved or defeated by reporting the outcome.

## HOW TO HANDLE MOTIONS

### PC MEMBER

Get the chairperson's permission to speak

"Mr. (or Madam) Chairperson"

Offer your recommendation to the rest of  
The members

"I move that ..."

Another member must approve your  
Suggestion before all the members can  
Consider it

"I second the motion"

### PC CHAIRPERSON

The Chairperson puts the motion in words  
that everybody can understand and then  
states it loud enough for everyone to hear

"It has been moved that ..."

The Chairperson invites members who are  
for and against the motion to discuss it

"Is there any discussion?"

The Chairperson calls for a vote of the motion

"All Those in favor of..."

"All those opposed ..."

"Motion carried or defeated?...?"

"Any abstentions?..."

NEW TOPIC

### ADDITIONAL RULES RE. MOTIONS

The Chairperson may not make a motion or second a motion.

The Chairperson may vote only in case of a tie.

Motions may not be seconded by same person making motion.

The Chairperson explains each motion before it is voted upon.

**POLICY COUNCIL/COMMITTEE TRAINING  
IN PARLIAMENTARY PROCEDURES**

**Step #1**

**Get the Attention  
of the  
Policy Council  
Chairperson and  
receive permission  
to speak (make  
your motion)!**

**POLICY COUNCIL/COMMITTEE TRAINING  
IN PARLIAMENTARY PROCEDURES**

**Step #2**

**Make the Motion:**

**“I, (your name),  
move to accept the  
recommendation  
of the Personnel  
Committee.”**

**POLICY COUNCIL/COMMITTEE TRAINING  
IN PARLIAMENTARY PROCEDURES**

**Step #3**

**The Second:**

**It's not a motion**

**unless someone**

**else endorses your**

**Idea.**

**“I, (your name),**

**second the motion.**



**POLICY COUNCIL/COMMITTEE TRAINING  
IN PARLIAMENTARY PROCEDURES**

**Step #4**

**Stating the  
Motion:**

**The Chairperson  
clearly restates the  
motion.**

**The motion now  
belongs to the  
policy Council.**

**POLICY COUNCIL/COMMITTEE TRAINING  
IN PARLIAMENTARY PROCEDURES**

**Step #5**

**Discussion:**

**This always begins  
with the person  
who made the  
Motion.**

**Discussion is “speaking  
to the motion”.**

**POLICY COUNCIL/COMMITTEE TRAINING  
IN PARLIAMENTARY PROCEDURES**

**Step #6**

**The Vote:  
Taken by—  
(1) Written Ballot  
(2) Voice  
(3) Show of Hands**

**(Ballot Cards or Standing Up)**

**“Yes”, “No”, or  
“Abstain”**

**POLICY COUNCIL/COMMITTEE TRAINING  
IN PARLIAMENTARY PROCEDURES**

**Step #7**

**The Result is  
announced by the  
Chairperson:**

**# of “Yes” votes, # of “No” votes, and  
# of “Abstentions”**

**“The Motion in  
(Approved/Defeated)**

**(Passed/Failed)**

**(Carried/Failed)**

## **Rules and Motions**

The following is a reference to the Chart of Motions and an example of each motion and the proper phrasing for the motion. This list is only a partial list of motions that can be made, however, they are probably the only motions that will be made at a Policy Council/Committee meeting.

<b><u>If you want to:</u></b>	<b><u>You say to the Chairperson:</u></b>
1) Fix the time to Adjourn	1) I move to fix the time to adjourn at 4:00 p.m.
2) Adjourn the meeting	2) I move to adjourn the meeting.
3) Take a recess	3) I move to recess the meeting for ten (or whatever time length) minutes.
4) Raise a Question of Privilege	4) Mr. (Mrs.) (Ms.) Chairperson, it is too noisy in the room and I and other members of the council cannot hear what is going on. May I ask for everyone to listen to the speaker and be considerate of other members who are trying to participate
5) Call for the Orders of the Day	5) Mr. (Mrs.) Ms.) Chairperson, I call for the Orders of the Day (or to resume with our agenda.
6) Lay a matter on the table	6) I move to lay the matter of the finance committee on the table until the Treasurer arrives in order to provide the Council with more information.
7) Call the Previous Question (Close Debate)	7) I call for the Questions.
8) Limit the time for debate or extend the time limit for debate	8) I move to limit the debate to 15 (or whatever time limit) minutes
9) Postpone to a Certain Time	9) I move to postpone this matter until 2:15 p.m.

### **Rules and Motions (Continued)**

<b><u>If you want to:</u></b>	<b><u>You say to the Chairperson:</u></b>
10) . Refer a matter to a Committee	10. I move to refer the matter of babysitting reimbursement to the Finance Committee for further evaluation and a recommendation to be brought back to the Policy Council at our regularly scheduled meeting in November.
11) Amend a motion	11. I move to amend the motion by deleting the words “summer picnic” and inserting the words “trip to Disneyland” and deleting “\$00” and inserting the words “\$750”.
12) Postpone Indefinitely	12. I move to postpone indefinitely the motion currently on the floor.
13) Introduce an Original Main Motion	13. I move to send two Policy Council representatives to the National head Start Parents Association Conference in Atlanta, Georgia, from November 29 to December 4 and to provide up to \$835 per representative for all appropriate expenses.
14) Make a Point of Order	1. Mrs.) (Ms.) Chairperson, Point of Order! (After the Chairperson recognizes the member, she/he should state their point and indicate what is happening or what is wrong.)
15) Appeal the Decision of the Chair (try to reverse a ruling made by the Chairperson)	15. (Mrs.) Ms.) Chairperson, I appeal the decision of the Chair.
16) Ask for a Point of Information	16. Mr. (Mrs.) (Ms.) Chairperson, Point of Information! (After being recognized by the Chairperson, ask the question or state your information.

### **Rules and Motions (Continued)**

<b><u>If you want to:</u></b>	<b><u>You say to the Chairperson:</u></b>
17. Suspend the Rules of the Organization (usually temporarily)	17. I move to suspend Article 4, Section II, Subsection a.1. requiring the Parliamentarian to count all ballots as he is currently one of the candidates for the position.
18. Object to Considering a Motion	18. I object to considering this motion as it is not without the authority of the Policy Council and should be referred to the Project Director for consideration.
19. Divide a question with more than one part into separate motions	19. I move to divide the question and vote on each representative to the National Head Start Parents Association Conference individually.
20. Consider by Paragraph Seriatum (usually done only when a resolution has been introduced and each paragraph or section must be voted on individually.	20. I move to consider by Paragraph Seriatim the resolution currently before us.
21. Division of the Assembly or Council (This allows for an accurate count of the votes. It is usually done by raising hands or vote cards and counting the “yes”, “no”, and “abstention” votes.	21. I move a division of the Policy Council
22. Rescind (nullify a previously adopted or passed motion)	22. I move to rescind the motion calling for a trip to Disneyland.
23. Reconsider (to bring back a previous motion for review)	23. I move to reconsider the motion calling for two representatives to attend the National head start Parents Association Conference in Atlanta, Georgia.

## WHAT TO SAY AT A MEETING

IF YOU WANT TO:	YOU SAY TO THE CHAIRPERSON
1. Stop the meeting for a short time to take a break.....	I MOVE FOR A RECESS
2. Set a time for the next meeting.....	I MOVE WE FIX THE TIME FOR THE NEXT MEETING
3. Ask someone to speak louder, or open a window, or call attention to something concerning the comfort and well-being of the people at the meeting.....	I RISE TO A QUESTION OF PERSONAL PRIVILEGE
4. Bring a discussion back to the subject or get to the main part of the agenda.....	I CALL FOR THE ORDERS OF THE DAY
5. Correct a mistake that is against the by-laws of the group .....	I RISE TO A POINT OF ORDER
6. Get more information on the business being discussed.....	POINT OF INFORMATION
7. Question a chairperson's decision.....	I APPEAL THE DECISION OF THE CHAIR
8. Discuss something without have to stick to the rules .....	I MOVE THAT WE SUSPEND THE RULES
9. Stop a motion YOU have made.....	I WISH TO WITHDRAW THE MOTION
10. Prevent discussion of a motion.....	I OBJECT TO CONSIDERATION OF THE MOTION
11. Have a motion put aside until later.....	I MOVE WE TABLE THE MOTION
12. Bring up a motion that has been tabled.....	I MOVE THE MOTION BE TAKEN FROM THE TABLE
13. End (or limit) a discussion.....	I MOVE WE CLOSE (OR LIMIT) DEBATE
14. Put something off until another meeting.....	I MOVE WE POSTPONE THIS MATTER
15. Ask a committee or a member to study an idea or recommendation.....	I MOVE TO REFER (OR RECOMMIT) THIS TO A MOTION ONLY
16. Change or add to someone else's motion.....	I WISH TO AMEND THE MOTION (YOU CAN AMEND A MOTION ONLY TWICE)



## AGENDA

The chairperson (or vice-chairperson if the chairperson is absent) presides over the meeting and runs it according to a pre-determined agenda. A typical agenda will include the following topics:

<u>ORDER OF BUSINESS</u>	<u>WHAT YOU SAY</u>	<u>GUIDE</u>
Call the meeting to order	"The meeting is now called to order."	
Roll Call	"Can we now have the roll call?"	Secretary calls names names of all members members answer call.
Determine quorum	"We do or do not have a quorum."	If there is not a quorum no voting can take place.
Reading of the previous minutes	"The Secretary will now read the minutes."	The Secretary reads the minutes.
Treasurer's Report report.	"The Treasurer will now give the treasurer's report."	The treasurer gives the report
Director's Report	"Can we have the Head Start Director give the Director's report?"	The director gives the report.
OLD BUSINESS	"Is there any Old Business?" OR "We will now have the Old Business."	See agenda
NEW BUSINESS	"Is there any New Business?" OR "We will now have the New Business."	See agenda
Announcements	"Are there any announcements?"	
Adjournment	"May I have a motion to adjourn The meeting?" "Can I have a second?" OR MEETING ADJOURNED"	

## **POLICY COUNCIL/COMMITTEE TRAINING IN PARLIAMENTARY PROCEDURES**

### **Duties of Officers**

#### **Chairperson or Chairman or President:**

1. Know the basics of parliamentary procedure; be thoroughly familiar with the Policy Council/Committee by-laws and any working rules or standing procedures; understand the purposes of the Council/Committee.
2. Become thoroughly familiar with the program, staff, and the officers; get to know as many of the Policy Council/Committee members as possible.
3. Be in charge of the meetings and maintain order.
4. Insure that agendas for meetings are adequately prepared.
5. Help insure that all sides of an issue get a fair hearing. The Chairperson does not inject his/her opinion in the discussion. If the Chairperson wishes to address the Council/Committee on a particular business matter, the Chairperson should pass the gavel and give up the Chair for that particular business matter.
6. Be the official representative for the Council/Committee (unless delegated to someone else); provide signatures, when necessary. This should be clearly defined in working rules or procedures to ensure the Chairperson has the authority to represent or act on behalf of the Policy Council/Committee.
7. Show appreciation to officers, members, program staff and guests for services to the Council/Committee.
8. Although the above duties are the primary responsibility of the Chairperson, it is always understood and to be expected that program staff will be available for assistance in the performance of these duties. This should also be clearly defined and a written agreement of services to be provided by staff might be a good idea.

#### **Vice-Chairperson or Vice-President:**

1. In the absence of the Chairperson, performs the duties of the Chairperson.
2. May be responsible for heading a special sub-committee or other duties as assigned by the Chairperson.

## **POLICY COUNCIL/COMMITTEE TRAINING IN PARLIAMENTARY PROCEDURES**

### **Secretary:**

1. Keep minutes of the meeting:
  - a. Write only the important items such as motions and the results of the vote. A verbatim transcript of the meeting is not required.
  - b. When recording a motion, write only the motion and not the discussion. The motion should include the person who made the motion, the person who seconded the motion, and the outcome of the vote. All motions, whether they are passed or not, should be recorded.
2. Make not of all officers and members present and/or absent.
3. Read the minutes of the previous meeting.
4. Read all correspondence. If it is lengthy, report the main ideas and make the correspondence available to members if they want to read the entire letter.
5. Maintain an accurate list of members, their addresses, and telephone numbers.
6. Maintain a file of minutes and other documents important to the Council/Committee.
7. In conjunction with program staff, insure that necessary communications go out to all officers and members concerning business of interest to all. Arrange for other correspondence as necessary. This should be clearly defined and a written agreement of services to be provided by staff might be a good idea.

### **Treasurer:**

1. Maintain the Policy Council/Committee “Activity Funds” accounting, whether grantee/delegate agency or fund-raising monies. This should be clearly defined and a written agreement of services to be provided by staff might be a good idea.
2. Report on a regular basis to the Policy Council/Committee on the Activity Funds.

## **POLICY COUNCIL/COMMITTEE TRAINING IN PARLIAMENTARY PROCEDURES**

### **Privileges and Responsibilities of Members:**

#### **Privileges**

1. You have the right to present any motion that has a bearing on business matters concerning the Council/Committee and to expect the right to explain or discuss the motion without interruption.
2. To question procedures if they are being violated.
3. To participate in the discussion of all motions.

#### **Responsibilities**

1. Participate fully in all Council/Committee meetings and activities.
2. Obtain the floor (get the Chairperson to recognize you) before speaking.
3. Stick to the topic being discussed until it is resolved.
4. Respond to the Chairperson when a call to order is made.
5. When debating an issue, stick to the issue and **DO NOT BRING PERSONALITIES INTO THE DEBATE.**
6. Be punctual to all meetings. Your time is valuable and so is everyone else's. Respect other's time.
7. Remain for the entire meeting. Schedule babysitting and make other arrangements to ensure your commitment to the meeting.

## **Definition of Terms**

**ABSTAIN** – choosing to vote neither yes nor no on a motion. You raise your hand or say AYE when the chairperson asks for abstentions.

**ADJOURN** – formal close of a business meeting.

**AMEND A MOTION** – to suggest a change to a motion already on the floor. This must be seconded. The amended motion is then the one that is discussed.

**BYLAWS** – the written, legal description of the purpose and make-up of the group.

**CALL TO ORDER** – the chairperson announces this to begin the formal meeting.

**ESTABLISH A QUORUM** – determine that there are enough voting members present to make it an official meeting.

**HAVE THE FLOOR** – the chairperson has recognized one member who is allowed to speak – other members have to wait to be called on, by the chairperson, to speak.

**MAJORITY** – more than half of the members present and voting.

**MAKE A MOTION** – present a succinct statement of an action on an issue that will be used for debate and be voted on.

**MINORITY** – less than half of the members present and voting.

**MINUTES**—the official written record of the meeting—must be approved by the group at the following meeting.

**“MISTER OR MADAME CHAIRPERSON”** – what a member says in order to get the chairperson to recognize that person and allow them to speak.

**MOTION ON THE FLOOR** – the statement of action that the group can discuss at that time. The group can only discuss one motion at a time.

**MOTION** – a presentation of an action the group will take if a majority agrees.

**POINT OF ORDER** – a member questions whether parliamentary procedure is being followed correctly.

**QUESTION** – another name for a motion.

**QUORUM** – the number of voting members who must be present to conduct formal business. This number is determined in a group's bylaws.

**SECOND THE MOTION** – another voting member agrees that the motion, as presented, should be discussed and voted upon. A person who seconds is not necessarily for or against the motion, just that it should be discussed and voted upon.

**TABLE A MOTION**—to postpone a decision on the motion until later.

References: Robert's Rules of Order, Revised – Scotts, Foresman and Company, Dallas, Publisher

Parliamentary Practice – Henry M. Robert, author, D. Appleton Century Co.,  
New York, Publisher.

Parliamentary Procedure, Rose Marie Cruzan, author, McKnight and McKnight,  
Blooming, Illinois, publisher.

## Shared Values

*At the heart of leadership is the need to define, shape and use a set of commonly held core values.*

In defining the values of the Head Start Policy Council we will create a set of "givens". Givens can be a set of boundaries that we agree not to cross, a set of expectations we agree not to lower, a set of rules that we agree not to violate or a set of standards that we agree will govern our decisions.

For example, for the Head Start Policy Council it is a given that ***all decisions and functions of the Head Start Policy Council will be in compliance with Title 45 Part 1304.50 and the federal regulations for Head Start governance.***

For the Head Start Program it could be a given that ***the needs of children and families are the most important criteria in any program or service.***

For the Community, it could be a given that ***all decisions made by the Head Start Policy Council will reflect the needs and desires of the community.*** >

## Leadership Development Lesson 1 –SHARED VALUES

Givens about the Head Start Policy Council

1.

---

2.

---

3.

Givens about the Head Start Program

1.

---

2.

---

3.

Givens about the Community

1.

---

2.

---

3.



## Circle of Control

Successful people have a “Can Do Attitude” – a belief that they can accomplish whatever goals they put their minds to, given the right information, resources and support.

We each have a wide range of things in life that concern us: our health, our parents, our children, the crime in our city. But some of the things that concern us are out of our circle of control.

It is not effective to waste time and energy on things that we can't control such as other people's weaknesses, or problems in the past. In fact, when we focus on these things we often spend more time blaming other people or acting like victims. When we do this, we create negative energy and we get nothing done.

On the other hand, effective people focus on what falls inside their circle of control. They focus on the things that they can do something about like their own behaviors or their own actions. When we focus on our own circle of control we create positive energy and, eventually, our circle of control get bigger.

## Circle of Control Worksheet

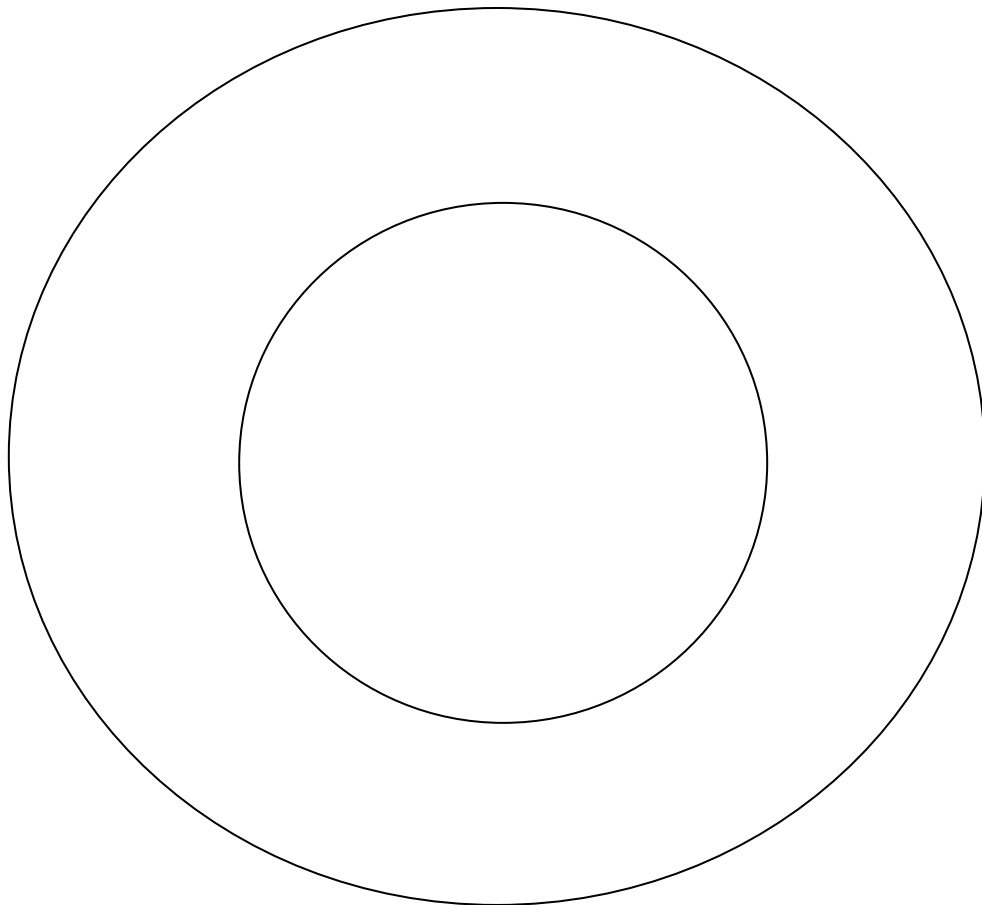
### Step 1

List at least 8 things in your life that concern you – things that you care about and spend time thinking about. For example: My health, My family's health, crime, etc.

1 .	5 .
2 .	6 .
3 .	7 .
4 .	8 .

### Step 2

Use the "Circle of Control". In the outside circle, write those things you don't really have control over. In the inside circle, write those things that you can control



## Leadership Development Lesson 2 –OPTIMISM

When something is within your control, there are lots of things you can do now to influence it.

For Example”

Things I Control	Things I Can Do Now
1. My Health	1. Exercise and eat healthy
2. The money I have in the bank.	2. Save money every month
3. Crime in my neighborhood	3. Join the neighborhood watch

For each thing you care about, name one specific thing you can do about it.

Things I Control	Things I Can Do Now
1 .	1 .
2 .	2 .
3 .	3 .
4 .	4 .
5 .	5 .

## Rational Decision-Making

Most people make decisions based on emotion. They react to their feelings. However, in order to make good decisions, we need to have the right information from the right people.

When making important decisions:

- Ask yourself what information you need to make the decision.
- Separate the necessary information from the nice to know information.
- Plan how to gather any additional information that you need.
- Once you have obtained the needed information, use it to define the problem as clearly as possible.
- Finally, ask yourself: do I need to make this decision now? Can the decision wait until you have all the information you need to make a good decision?

## FOUR STEP EXERCISE FOR GOOD DECISION-MAKING

- Step 1 – Clearly define the decision to be made at the top of the worksheet.
- Step 2 – Find out how they have handled similar decisions and list possible solutions across the top row of the worksheet.
- Step 3 - List the factors to consider down the left column of the worksheet.
- Step 4 -- Talk with others and find out the cost or risk of each possible solution. Rate each solution on a scale of 1 to 4 where 1 is not a good solution and 4 is a very good solution.

Example Decision: Where to send my child to school.

	Solution 1 Send my child to the public school in my neighborhood	Solution 2 Send my child to the private school in my neighborhood	Solution 3 Send my child to a better public school in another neighborhood
Factor 1 Best education for my child	1	4	4
Factor 2 Transportation to get the child to school on time	4	4	3
Factor 3 Affording the cost of education	4	1	4

## Rational Decision-Making Worksheet

Decision:			
	Solution 1	Solution 2	Solution 3
Factor 1			
Factor 2			
Factor 3			
Factor 4			
Factor 5			

Remember 1 = not a good solution

4 = very good solution

## **Internal Discipline**

Internal discipline is like self-control. It is the ability to do what's right, what's best, what will help us to achieve our goals, even when it would be easier or more tempting to do something else.

Internal discipline is how we push ourselves to be better than we are. It makes us pass up dessert if we're trying to lose weight. It makes us go to night school even when we're tired from a hard day's work.

Successful leaders draw on their internal discipline each and every day by identifying and prioritizing things to accomplish. More importantly, successful leaders don't save the hardest for last. They use their internal discipline to tackle the most important and most challenging tasks first and not take the easy route.

### **STEPS FOR DAILY PLANNING**

Step 1 -- List the things that you want to make happen for TODAY to be a success.

Step 2 -- Select the IMPORTANT items.

Step 3 -- Put them in order of the most challenging things first.

## *SELF-ACTUALIZATION*

*The unshakable belief that you will get from  
REALITY to VISION by your own actions*

### **TIPS FOR ACHIEVING YOUR VISION**

- Your vision is achieved by what you do positively on a continuous basis.
- Say what you want. Say it often.
- Get a mental picture of it. See in you mind your vision of your own success.
- Make it part of you. Take steps to achieve your vision. Don't give up.
- It will happen. It's up to you!



## **Self-Actualization Worksheet**

What is your vision?

What actions will it take to move you from what's going on in your life right now to what you want to happen in your life?

How bad do you want to achieve your vision?

How does your vision benefit the people that are important to you?

What has stopped you from achieving your vision in the past?

What could keep you from reaching it now?

What do you want to promise yourself as it relates to your vision?

What do you want to promise your loved ones?

***SUGGESTED ROLES AND FUNCTIONS OF MEMBERS AND  
STAFF RELATED TO POLICY-MAKING BODIES/COMMITTEES***

	<b>Notice of Meetings</b>	<b>Agenda</b>	<b>Meetings</b>	<b>Minutes</b>	<b>Logistics – Meeting places and time</b>
Staff Advisors, Head Start Directors, Parent Involvement Coordinator, Social Services/Parent Involvement Staff	Assist members/leaders as requested	Co-responsibility with Policy Council officers	Attends as advisor, resource	Assist secretary as needed	Co-responsibility with Policy Council Chair
Policy Council Chairperson	Assumes responsibility for notification and signs written notices	Co-responsibility with staff advisor for planning & preparation	Chairs meetings; keeps discussion focused and moving	Calls for presentation & approval at meetings	Co-responsibility arranging with advisor
Policy Council Members	Assist Chairperson as requested	Submit topics & concur on agenda items at beginning of meeting	Contribute ideas & suggestions; participate in decision-making	Suggest corrections & concur on acceptance	Assist Chairperson as requested & needed
Policy Council Officers		Submit suggested items for agenda before meeting	Present special reports as requested & needed	Secretary responsible for writing & presenting	
Committee Chairpersons	Assumes responsibility for notification	Submits agenda items	Presents special reports as needed and requested	Responsible for written minutes of committee meetings	

***SUGGESTED ROLES AND FUNCTIONS OF MEMBERS AND  
STAFF RELATED TO POLICY-MAKING BODIES/COMMITTEES***

	<b>Committees</b>	<b>Deciding Issues</b>	<b>Reports &amp; Letters</b>	<b>Task Assignment</b>	<b>Emerging Leadership</b>
Staff Advisors	Assist as needed & as requested	Does not have power to vote	Assists in writing as needed	Assists where appropriate	Assist Chairperson in recognizing and developing emerging leadership
Policy Council Chairperson	Appoints committees as required & coordinates work of committees	Brings issues to vote or general agreement at appropriate time	Responsible for written reports and sharing content with appropriate persons including group members	Coordinates assignments	Responsible for encouraging and developing emerging leadership
Policy Council Members	Serve as members and chairpersons; agree on committee membership	All members exercise power of vote and participate in consensus	Approve where appropriate	Assumes responsibility for specific tasks as needed	Source of potential leadership
Policy Council Officers	Act as Chairperson of appropriate sub-committees	Exercise power of vote as group members	Responsible for oral or written reports and correspondence as requested by chairperson	Assumes short and long term responsibilities for tasks related to the functioning of the group	Provide opportunities on sub-committees for development of leadership
Committee Chairpersons	Chairs meetings and keeps discussion focused and moving	Brings issues to vote or general agreement at appropriate time	Responsible for oral & written reports as requested	Coordinates & directs work of a sub-group assigned to a task	Provide opportunities for development of leadership

*Proposal I*

**HEAD START SEMINAR ON PROGRAM GOVERNANCE**

**EVALUATION FORM**

Session	Format & Delivery				Relevance of Content		
	Excellent	Good	Fair	Poor	High	Some	None
Opening session:							

*Proposal II*

**HEAD START EVALUATION**

1. Overall the meeting was:

☐ excellent

☐ very good

☐ good

☐ fair

☐ poor

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. How would you rate the location, meeting room facilities and facility services:

☐ excellent

☐ very good

☐ good

☐ fair

☐ poor

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. How could the meeting be improved in terms of structure, speakers, or content?

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What specific topics or speakers would be of interest to you for future seminars?

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Other comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Proposal III*

**HEAD START PROGRAM  
GOVERNANCE SEMINAR**

Name \_\_\_\_\_ Date \_\_\_\_\_

A. What aspect of the seminar was most beneficial to you?

B. What aspect of the seminar was least beneficial to you?

C. What do you need in the way of additional help?

D. Please check the box that reflects your reaction to the course.

	<b>Very Much</b>	<b>Not at All</b>	<b>N/A</b>
Presentation held my interest.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
Presentation was practical enough for me.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
There was effective interaction.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
The presentation met my expectations.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>

If the course did not meet your expectations, please explain.

---

	<b>Yes</b>	<b>Maybe</b>	<b>No</b>
E. Would you recommend this seminar to others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. Please record your **OVERALL REACTION TO THIS SEMINAR** by placing an “x” in the appropriate box on the scale below:

12	11	10	9	8	7	6	5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G. Please rate the INSTRUCTOR(S) PRESENTATION on the scales below:

12	11	10	9	8	7	6	5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H. Comments and suggestions:

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*Proposal IV*

**HEAD START PROGRESS EVALUATION**

**Please answer the following questions based on your observation of the effects of the seminar on Head Start Program Governance.**

1. The amount of knowledge gained for the seminar to date has been:  
☐ **excellent**      ☐ **very good**      ☐ **good**      ☐ **fair**      ☐ **poor**
2. The usefulness of the knowledge gained from the seminar has been:  
☐ **excellent**      ☐ **very good**      ☐ **good**      ☐ **fair**      ☐ **poor**
3. The presentation has been useful to our organization:  
☐ **excellent**      ☐ **very good**      ☐ **good**      ☐ **fair**      ☐ **poor**
4. The presentation included useful information in \_\_\_\_\_.  
☐ **excellent**      ☐ **very good**      ☐ **good**      ☐ **fair**      ☐ **poor**
5. The presentation provided useful information on \_\_\_\_\_.  
☐ **excellent**      ☐ **very good**      ☐ **good**      ☐ **fair**      ☐ **poor**
6. The presentation has afforded useful information on \_\_\_\_\_.  
☐ **excellent**      ☐ **very good**      ☐ **good**      ☐ **fair**      ☐ **poor**
7. What do you like best about the seminar?
8. What do you like least about the seminar?
9. What topics would you like to have included in future seminars?
10. Would you recommend that others from your organization take the seminar?
11. Please provide any other comments you would like to make about the seminar.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Proposal V*

**HEAD START EVALUATION**  
**ON ATTRIBUTES FOR EFFECTIVE PARTICIPATION**  
**IN WELL-FUNCTIONING GOVERNING BODY**

1. Overall, how do you rate your organization's responsibility for overseeing the delivery of high quality service to children and families?

☐ excellent    ☐ very good    ☐ good    ☐ fair    ☐ poor

2. Overall, how satisfied are you with your policymaking authority, policy council/policy committee?

☐ excellent    ☐ very good    ☐ good    ☐ fair    ☐ poor

3. What could your organization do to improve the policymaking authority of policy council/policy committee?

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4. How strongly do you agree or disagree with the following statements about the training on program governance that help you fill your role as member on the policy council/policy committee?

	<i>Training</i>	<b>Strongly Agree</b>	<b>Somewhat Agree</b>	<b>Neither Agree Nor Disagree</b>	<b>Somewhat Disagree</b>	<b>Strongly Disagree</b>	<b>Haven't Seen Yet</b>
a.	Have the information I need.						
b.	Is visually appealing.						
c.	Have a well organized layout.						
d.	Have useful information categories.						
e.	Makes it easy for me to find things.						
f.	Is easy to use.						

5. How strongly do you agree or disagree with the following statements about the material on program governance that help you fill your role as member on the policy council/policy committee?

	<i>Material</i>	<b>Strongly Agree</b>	<b>Somewhat Agree</b>	<b>Neither Agree Nor Disagree</b>	<b>Somewhat Disagree</b>	<b>Strongly Disagree</b>	<b>Haven't Seen Yet</b>
a.							

b.							
c.							
d.							
e.							
f.							

6. How would you describe your level of experience as a member of policy council/policy committee?

I'm a new member with little knowledge ☐

I'm a moderately experienced member, with some knowledge ☐

I'm a very experienced and knowledgeable member ☐

7. How many hours per month do you personally spend on the program governance for policy council/policy committee?

Less than 1 hour ☐

1 - 4 hours ☐

5 – 9 hours ☐

10 – 14 hours ☐

15 - 19 hours ☐

20 hours or more ☐

8. When you are involved how frequently do you engage in following governance activities?

		<b>Almost Every Time</b>	<b>Quite Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
a.	General policy group responsibilities					
b.	Parent Committee					
c.	Internal Dispute Resolution					
d.	Governance and management responsibilities					
e.	Program planning					
f.	Self assessment					
g.	Reporting system					
h.	Parent committee					
i.	Election of membership					
j.	Shared decision making					
k.	Developing and implementing performance standard					
l.	Recruiting volunteers					

m.	Recruitment of personnel					
n.	Review and approval of program					
o.	Other (specify): _____					

9. Of the categories that follow, check the appropriate boxes that best describe your level of understanding and interest for each:

		<b>Understands Well</b>	<b>Satisfactorily Understands</b>	<b>Interested In More Training In Area</b>	<b>Not Interested In More Training In Area</b>	<b>Never</b>
a.	General policy group responsibilities					
b.	Parent Committee					
c.	Internal Dispute Resolution					
d.	Governance and management responsibilities					
e.	Program planning					
f.	Self assessment					
g.	Reporting system					
h.	Parent committee					

i.	Election of membership					
j.	Shared decision making					
k.	Developing and implementing performance standard					
l.	Recruiting volunteers					
m.	Recruitment of personnel					
n.	Review and approval of program					
o.	Other (specify): _____					

10. What level of formal education did you complete?

- Some high school ☐
- High school graduate ☐
- Some college or technical school ☐
- College Graduate ☐
- Professional or Post-graduate degree ☐

11. What can your organization do to improve your governance experience?

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## Proposal VI

### ***HEAD START GOVERNANCE*** **and** **COMMUNITY ACTION ORGANIZATIONS**

The purpose of this survey is to gain a better understanding of the ways in which community action organizations (CAOs) and Head Start programs are working together to oversee the delivery of services to children and families. Please answer the following questions about your current collaborations with the Head Start, the challenges and rewards of working together, and opportunities and strategies for improving these relationships.

**NOTE:** If your organization works in more than one area, please identify the **primary area** in which you do the most work: \_\_\_\_\_. Please answer the survey questions in the context of your work in this primary area.

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1. Thinking about the city as a whole and all the CAOs in it, which of the following **BEST CHARACTERIZES** typical Head Start – CAO relationships around poverty reduction and/or neighborhood revitalization issues:

Head Start and CAOs do not work together on these issues.

Head Start and CAOs work on separate activities with limited interaction on these issues.

Head Start and CAOs work together on an irregular or ad hoc basis on these issues.

Head Start and CAOs work together regularly and consistently on these issues.

Head Start and CAOs take collective action and share power in dealing with these issues.

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2. **HOW MUCH** of your CAO's current activities oversee the delivery of service to children and families involve Head Start and CAO collaboration?

☐ **Most**      ☐ **A good deal**      ☐ **Only some**      ☐ **None**

3. a. How would you rate the effectiveness of your CAO's collaborations with Head Start overseeing the deliver of service to children and families?

☐ **Very good**      ☐ **Good**      ☐ **Fair**      ☐ **Poor**

- b. Thinking about Head Start, how would you rate the effectiveness of the delivery of services To children and families?

☐ **Very good**      ☐ **Good**      ☐ **Fair**      ☐ **Poor**



4. **INDICATE YOUR TYPICAL LEVEL OF INTERACTION WITH HEAD START** around each of the following program areas in which your organization works. [*On a scale of 1 to 5, where “1” means “Head Start & my CAO do not work together” and “5” means “Head Start & my CAO take collective action and share power.”*  
[*If your CAO does not work in a particular program area, circle “N/A.”*]

	<b>Do not work together</b>			<b>Collective action &amp; shared power</b>		
a) Program planning	1	2	3	4	5	N/A
b)	1	2	3	4	5	N/A
c) Family Support/self-sufficiency	1	2	3	4	5	N/A
d)	1	2	3	4	5	N/A
e) Public safety/crime prevention	1	2	3	4	5	NA
f)	1	2	3	4	5	NA
g) Community organizing/advocacy	1	2	3	4	5	NA
h)	1	2	3	4	5	NA
i) Other _____	1	2	3	4	5	NA

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5. Thinking about all of your collaborative efforts with the CAO, indicate THE LEVEL OF INTERACTION between the Head Start and the CAO in each phase of a typical initiative [*On a scale of 1 to 5, where “1” means “Head Start & my CAO do not work together” and “5” means “Head Start & my CAO take collective action and share power.”*]

	<b>Do not work together</b>			<b>Collective action &amp; shared power</b>		
a) Identifying program needs	1	2	3	4	5	N/A
b) Developing project/program concept	1	2	3	4	5	N/A
c) Developing plan/budget	1	2	3	4	5	N/A
d) Inclusion of key stakeholders	1	2	3	4	5	N/A
e) Identifying/securing funding	1	2	3	4	5	NA
f) Initial project/program implementation	1	2	3	4	5	NA
g) Ongoing project/program management	1	2	3	4	5	NA
h) Monitoring and evaluation	1	2	3	4	5	NA
i) Other _____	1	2	3	4	5	NA

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6. From the list in question 5 (a through h), identify the letters of the two phases you feel are **MOST ESSENTIAL** to achieving effective collaboration between Head Start and CAOs

1. \_\_\_\_\_ 2. \_\_\_\_\_

7.	a. Is each of the following BENEFITS TYPICALLY ACHIEVED as a result of your current collaborations?	b. If you could achieve MORE EFFECTIVE COLLABORATION, how likely is it that the following benefits would accrue as a result?
	<u>Yes</u> <u>No</u>	<u>Very likely</u> <u>Somewhat likely</u> <u>Not likely</u>
a) Larger scale activities can be undertaken	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
b) Activities are more comprehensive	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
c) Activities are better aligned w/community priorities	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
d) Activities are more effective at achieving goals	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
e) Responsibility and accountability are shared	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
f) Larger pool of funding is available	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
g) Partners gain better understanding of each other's capacity	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
h) Head Start gain access to CAO's technical resources	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
i) City gains better understanding of community needs	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
j) Promotes leadership development	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
k) Creates an atmosphere of mutual trust	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
l) Creates a forum to address competing views & priorities	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
m) Creates a forum to address racial and class biases	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
n) Builds appreciation for efforts of Head Start and CAOs	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
o) Involves residents in planning & Implementation	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
p) Strengthens other partnerships with the community	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
q) Fosters connections across CAO's departments	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
r) Fosters connections w/other groups	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
s) Other _____	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

8. Regardless of whether you are getting them now or likely to get them, which **three** from above (a through s) could be the **MOST IMPORTANT BENEFITS** of Head Start and CAO collaborations?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

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9. Think about the statements below in the context of collaborative poverty reduction and community revitalization efforts in your city. Circle the phrase (a or b) that best completes each statement about Head Start and CAOs.

- A. CAOs (a) **DO** (b) **DO NOT** understand specific community needs (circle one)
- B. CAOs (a) **DO** (b) **DO NOT** understand city –wide needs (circle one)
- C. CAOs (a) **ARE** (b) **ARE NOT** committed to poverty reduction efforts (circle one)
- D. CAOs (a) **DO** (b) **DO NOT** deal effectively with issues of race/ethnicity (circle one)
- E. CAOs (a) **DO** (b) **DO NOT** exhibit an excessive need for control (circle one)
- F. CAOs (a) **DO** (b) **DO NOT** have the capacity to achieve results (circle one)
- G. CAOs (a) **DO** (b) **DO NOT** lack efficient administration (circle one)
- H. CAOs (a) **DO** (b) **DO NOT** provide adequate resources funding (circle one)
- 

10. Based on your responses to the statements above (A through H), **as these issues play out in your city**, which three **MOST ENCOURAGE** effective Head Start – CAO collaborations?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

11. Based on your responses to the statements above (A through H), **as these issues play out in your city**, which three **MOST DISCOURAGE** effective Head Start – CAO collaborations?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

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12. Please tell us a few things about yourself and your organization. (**This information will remain confidential.**)

Your position: \_\_\_\_\_

Head Start staff size: \_\_\_\_\_

Annual operating budget: \_\_\_\_\_

Geographic service area: (*check one*)

Neighborhood

Multi-neighborhood

City-wide

Multi-parish

Other \_\_\_\_\_

Head Start length of service: \_\_\_\_\_

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**THANK YOU FOR COMPLETING THE SURVEY**

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**THANK YOU FOR COMPLETING THE SURVEY. If your name does not appear on the mailing label and you would like to receive a copy of the final report, please send us the following information. (We assure you that this information will NOT be linked to your survey responses.)**

**Respondent's name:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Name of organization:** \_\_\_\_\_

**Mailing address:** \_\_\_\_\_  
\_\_\_\_\_

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**Apart from your confidential survey responses, we would also like to get from you some concrete examples that we can directly attribute to your organization. These will help us better illustrate the benefits of, barriers to, and strategies for more effective collaborations.**